

# LEEDS BECKETT UNIVERSITY ACCESS AND PARTICIPATION PLAN 2019/20



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Logos on front cover left to right:

- 1) In 2017 Leeds Beckett University was awarded a silver rank in the Teaching Excellence and Student Outcomes Framework (TESOF).  
<http://www.leedsbeckett.ac.uk/news/0617-teaching-excellence-success-for-leeds-beckett/>
- 2) Leeds Beckett University were nominated for Global Teaching Excellence Award in 2017:  
<http://www.leedsbeckett.ac.uk/news/0717-leeds-beckett-announced-as-finalist-in-prestigious-teaching-awards/>
- 3) The University secured Athena Swan Bronze award in 2017 with all our individual academic Schools seeking individual Athena Swan awards by 2021. Our ambition is to achieve Athena Swan Silver by 2023

# Leeds Beckett University: Access and Participation Plan 2019-20

## 1. Assessment of current performance

### 1.1 Access

Group	2014/15 Entry	2015/16 Entry	2016/17 - Entry	2016/17 HESALAB	2016/17 HESA Benchmark	2016/17 Sector Ave	2016/17 University Ave	Diff from HESALAB	Comparison Base	Source
State Schools	95.4%	94.8%	95.5%	95.9%	94.9%			-0.4%	External	HESA WP PI - T1a Young Full-Time First Degree Entrants - % from State Schools or Colleges
LPN - POLAR (1&2)	16.6%	17.5%	18.0%	18.8%	13.7%			-0.8%	External	HESA WP PI - T1a Young Full-Time First Degree Entrants - % from Low Participation Neighbourhoods
SEC	26.4%	31.6%	31.8%						Internal	HESA Student - First Year First Degree Population - % SEC 4-7
BAME	16.5%	17.0%	17.8%			21.3%			External	Heidi Plus - HESA Student FPE - First Degree First Year - % BME (rounded)
WEDM	8.2%	10.2%	8.5%				Not Applicable		Internal	HESA Student - First Year First Degree Population - % White Male Young SEC 4-7
Disabled	8.6%	9.5%	10.8%			12.2%			External	Heidi Plus - HESA Student FPE - First Degree First Year - % Known Disability (rounded)
Mature (HESA PI)	18.5%	15.6%	19.9%	19.1%	13.0%			0.8%	External	HESA WP PI - T2a Mature Full-Time First Degree Entrants - % with no previous HE from LPN's
Part-time	7.4%	6.7%	6.7%	7.6%	6.3%			-0.9%	External	HESA WP PI - T2b All Undergraduate Entrants - % Part-Time
Careleavers	0.5%	0.5%	0.5%						Internal	HESA Student - First Year First Degree Population - % Careleavers *small numbers*

In April 2018, a Higher Education Policy Institute report noted that Leeds Beckett is among the top 10 universities in the country for being representative of its local population<sup>1</sup>. Over the past three years, the institution has increased the proportion of the student community recruited from under-represented groups: most notably, low participation neighbourhoods (LPN), students with disabilities and mature students from LPNs with no previous history of Higher Education.

The University is expanding its outreach work in order to continue to increase the breadth of recruitment from under-represented groups: in particular, Black, Asian, Minority Ethnic (BAME) and White Economically Disadvantaged Males (WEDM).

Leeds Beckett is a recruiting rather than a selecting university. We operate an open access policy which means that the prior academic attainment of our student community is extremely varied. We are redesigning the learning experience to ensure that, wherever students start from, they access the academic and pastoral support to achieve their full potential.

### 1.2 Student Success

#### Continuation

Group	2014/5 Entry Returning in 2015/16	2015/6 Entry Returning in 2016/17	2016/7 Entry Returning in 2017/18	2015/16 HESA LAB	2015/16 HESA Benchmark	2015/16 Sector Ave	2015/16 University KPI (Y2)	Diff from HESA Benchmark	Comparison Base	Source
University	87.9%	87.8%			90.7%			-2.9%	External	of all entrants
LPN - POLAR (1&2)	84.8%	86.7%			89.5%				External	HESA Non-Cont PI - T3b Young Full-Time First Degree
SEC	83.5%	84.0%					87.8%		Internal	HESA T3a Continuing Pop - % SEC 4-7
BAME	83.9%	82.2%					87.8%		Internal	HESA T3a Continuing Pop - % BAME
WWCB	81.9%	81.9%					87.8%		Internal	HESA T3a Continuing Pop - % White Male Young SEC 4-7
Disabled	88.3%	84.5%					87.8%		Internal	HESA T3a Continuing Pop - % Disabled
Mature	82.8%	84.4%			87.2%			-2.8%	External	HESA Non-Cont PI - T3a Full-Time First Degree Entrants - % Mature
Part-time	90.8%	86.8%			80.8%			6.0%	External	HESA Non-Cont PI - T3e Part-Time First Degree Entrants *two years following year of entry*

<sup>1</sup> HEPI (2018) Benchmarking Widening Participation: how should we measure and report progress? <http://www.hepi.ac.uk/wp-content/uploads/2018/04/HEPI-Policy-Note-6-Benchmarking-widening-participation-FINAL.pdf>

## Good honours

Group	2014/15 Graduating	2015/16 Graduating	2016/17 Graduating	2016/17 HESA LAB	2016/17 HESA Benchmark	2016/17 Sector Ave	2016/17 University Ave	Diff from Sector Ave	Comparison Base	Source	
University	63.3%	63.3%	64.7%	Not Available	Not Available	71.2%			External	or 2:1 (rounded)	
LPN - POLAR (1&2)	60.4%	59.6%	62.9%					64.7%		Internal	HESA Student - Graduating UG First Degree Population - %
SEC	61.4%	61.0%	63.5%					64.7%		Internal	HESA Student - Graduating UG First Degree Population - % of SEC 4-7 with 1 or 2:1
BAME	48.3%	46.7%	49.2%					62.4%	-13.2%	External	Heidi Plus - HESA Student Qualifiers - First Degree - % of BME with 1 or 2:1 (rounded)
WWCB	55.6%	59.3%	59.8%					64.7%		Internal	HESA Student - Graduating UG First Degree Population - % of White Male Young SEC 4-7 with 1 or 2:1
Disabled	62.2%	67.3%	63.6%					69.3%	-5.7%	External	Heidi Plus - HESA Student Qualifiers - First Degree - % of Known Disability with 1 or 2:1 (rounded)
Mature	63.3%	63.1%	64.6%					70.7%	-6.1%	External	Heidi Plus - HESA Student Qualifiers - First Degree - % of Mature (21+) with 1 or 2:1 (rounded)
Part-time	35.9%	36.2%	42.6%					48.9%	-6.3%	External	Heidi Plus - HESA Student Qualifiers - First Degree - % of Part-Time with 1 or 2:1 (rounded)
Careleavers		45.5%	68.8%					64.7%		Internal	HESA Student - Graduating UG First Degree Population - % of Careleavers with 1 or 2:1 *small numbers*

The University is focusing on improving student retention to achieve the HESA benchmark. Our analysis shows that retention rates vary by subject area, with six of our 22 subject areas accounting for the majority of our deficit against this benchmark. An extensive programme of research is continuing to assess the impact of POLAR grouping, specific ethnicity, gender and tariff at entry to inform institution-wide interventions to improve retention, continuation and good honours. See 4.2 below.

The University has re-structured in the past two years to increase, significantly, local accountability for academic performance. Thirteen Schools have been established to focus on the quality of academic delivery and the student experience.

### 1.3 Progression to Graduate Employment

Group	2014/15 6 Months after Graduating	2015/16 6 Months after Graduating	2016/17 6 Months after Graduating	2016/17 HESA LAB	2016/17 HESA Benchmark	2016/17 Sector Ave	2016/17 University KPI (Y2)	Diff from Sector Ave	Comparison Base	Source	
University	68.4%	62.9%		Not Available	Not Available	76.5%		-13.6%	External	Professional Employment	
LPN - POLAR (1&2)	62.9%	52.4%						62.9%		Internal	HESA DLHE UG First Degree Population - POLAR 1&2 - % in
SEC	60.0%	47.5%						62.9%		Internal	Professional Employment
BAME	54.3%	47.1%						69.8%	-22.7%	External	Heidi Plus - DLHE UG First Degree Population - BME In Employment - % in Professional Employment
WWCB	63.5%	47.3%	Data not available until August 2018					62.9%		Internal	HESA DLHE UG First Degree Population - White Male Young SEC 4-7 - % in Professional Employment
Disabled	60.0%	54.7%						70.3%	-15.6%	External	Heidi Plus - DLHE UG First Degree Population - Disabled In Employment - % in Professional Employment
Mature	80.0%	75.5%						81.8%	-6.3%	External	Heidi Plus - DLHE UG First Degree Population - Mature In Employment - % in Professional Employment
Part-time	77.1%	73.9%						76.6%	-2.7%	External	Heidi Plus - DLHE UG First Degree Population - Part-Time In Employment - % in Professional Employment
Careleavers		Less than 10						62.9%		Internal	HESA DLHE UG First Degree Population - Careleavers - % in Professional Employment *small numbers*

The University ranks in the top quartile for the employment of its graduates, with 96.2%<sup>2</sup> securing employment or further study within six months of graduating against a sector average of 94.3%.

Our analysis shows that graduate employment varies between academic Schools, with four of our 13 Schools accounting for the majority of the shortfall against the sector average.

We are extending our employability services and developing plans to tackle graduate employment at both University and local levels.

<sup>2</sup> Destination of Leavers from Higher Education Survey 2015/16

## **2. Ambition and Strategy**

### **2.1 Institutional strategy 2016-20**

Leeds Beckett has developed a transformational strategy to 2020/21. This is underpinned by 12, clear, KPIs which prioritise stretching improvements in student success, student satisfaction and progression to graduate jobs. Appendix 1 refers.

We have reorganised and re-prioritised our outreach and recruitment activity in order to increase the diversity of our student population. Our Recruitment and Outreach Team and our Carnegie School of Education are working with local schools and colleges to improve attainment.

Our new Education Strategy is in its second year of implementation. It has been redesigned to deliver improved outcomes for our students and was influential in the University being awarded a silver rank in the 2017 Teaching Excellence and Student Outcomes Framework (TESOF) exercise and receiving a nomination for an HEA Global Teaching Award in 2017.

We have re-organised our University to a School-based structure that includes Deans, Heads of Subject and Course Directors who have direct responsibility for access to and outcomes from their degree programmes.

We have introduced a Pro Vice-Chancellor (PVC) role to take responsibility for improving graduate employment, and re-organised support for this post.

### **2.2 Access and Participation Plan priorities**

It is in this context that the University's Board of Governors (which includes two student governors) and the University's Executive Team has agreed the following priorities for our Access and Participation Plan (APP) 2019-2020. We will:

- Increase our access work with schools and colleges in the Leeds City Region (LCR) and beyond to increase applications from under-represented groups
- Work with teachers, families and children in our local feeder schools and colleges in order to raise pupil attainment through our proposed Multi Academy Trust (MAT), and other local schemes
- Improve student success and progression across our whole University, and in particular amongst under-represented groups, including BAME, in collaboration with our Students' Union (SU)
- Improve support for our students with disabilities, mental health conditions and autistic spectrum characteristics
- Enact commitments made to students estranged from their families, as included in our 'Stand Alone' pledge, and work with students who are carers or care-leavers to ensure that they achieve their full potential

- Develop an annual monitoring and evaluation framework that will inform the development of our APP from 2019 onwards.

### 3. Widening access and raising attainment in Schools

The University recruits strongly from a broad range of 'OFFA countable' communities of students.

In the last three years our overall performance has improved in relation to our benchmarks.

Group	2014/15 Entry	2015/16 Entry	2016/17 - Entry	2016/17 HESA LAB	2016/17 HESA Benchmark	2016/17 Sector Ave	2016/17 University Ave	Diff from HESA LAB	Comparison Base	Source
State Schools	95.4%	94.8%	95.5%	95.9%	94.9%			-0.4%	External	HESA WP PI - T1a Young Full-Time First Degree Entrants - % from State Schools or Colleges
LPN - POLAR (1&2)	16.6%	17.5%	18.0%	18.8%	13.7%			-0.8%	External	HESA WP PI - T1a Young Full-Time First Degree Entrants - % from Low Participation Neighbourhoods
SEC	26.4%	31.6%	31.8%						Internal	HESA Student - First Year First Degree Population - % SEC 4-7
BAME	16.5%	17.0%	17.8%			21.3%			External	Heidi Plus - HESA Student FPE - First Degree First Year - % BME (rounded)
WEDM	8.2%	10.2%	8.5%				Not Applicable		Internal	HESA Student - First Year First Degree Population - % White Male Young SEC 4-7
Disabled	8.6%	9.5%	10.8%			12.2%			External	Heidi Plus - HESA Student FPE - First Degree First Year - % Known Disability (rounded)
Mature (HESA PI)	18.5%	15.6%	19.9%	19.1%	13.0%			0.8%	External	HESA WP PI - T2a Mature Full-Time First Degree Entrants - % with no previous HE from LPN's
Part-time	7.4%	6.7%	6.7%	7.6%	6.3%			-0.9%	External	HESA WP PI - T2b All Undergraduate Entrants - % Part-Time
Careleavers	0.5%	0.5%	0.5%						Internal	HESA Student - First Year First Degree Population - % Careleavers *small numbers*

#### 3.1 Areas of success

- Over the last three years, the proportion of students recruited from state schools and colleges has remained steady at around 95%. We have increased the proportion of young, full time, first-degree entrants from low participation neighbourhoods (LPNs), rising from 16.6% in 2014/15 to 18.0% in 2016/17. Across the whole of our undergraduate population, students from LPNs have risen from 34.4% to 40.8% in 2016/17.
- Recruitment of students from LPNs significantly exceeds the national benchmark and is less than 1% behind our Locally Adjusted Benchmarks (LAB). The recruitment trend for WEDM is steady, at around 8%. In 2015/16 this rose to 10.2%.
- The number of full time, first degree, undergraduate students (across all years) declaring a disability has increased by 12.7% over the past three years (rising from 1866 to 2103), with the proportion of students (from the total student population) in receipt of disabled students' allowance increasing from 3.5% in 2014/15 to 4.8% in 2016/17.
- In 2016-17 the University exceeded the HESA PI for mature learners with an intake of 19.9%.
- Over the last three years we have experienced a significant increase in the number of students declaring they are a care leaver or have become estranged from their family. This population has risen from 34 in 13/14, to 81 enrolled students in 2016/17.

### 3.2 Areas for improvement

- The University's recruitment of students from a BAME background has increased incrementally over the past three years to close to 18%. Although the sector average is 21.3%, BAME citizens account for 14.9% of the city of Leeds and 14.6% of the Leeds City Region<sup>3</sup> population. The region accounts for 40% of the University's student intake. Therefore, the University will continue to expand its recruitment activities into BAME communities across and beyond the LCR, with a focus on those BAME communities where under-representation in HE is higher.
- We will be developing our monitoring activities to track both our overall recruitment of BAME students, as well as our progress attracting students from specific ethnic groups. This analysis is possible as a result of a newly configured student record system.
- Our recruitment of students declaring a disability has increased over the past three years from 8.6% to 10.8%.
- Our most recent HESA data for 2016/17 shows 15.8% young part-time entrants against a Location Adjusted Benchmark (LAB) of 17.6%, and 5.4% for mature part-time entrants against a LAB of 6.2%. The University will undertake research in 2018-19 to improve our understanding of this cohort of learners.

### 3.3 Strategic approach

In keeping with the heritage of our University, Leeds Beckett is growing activity across the LCR and beyond to increase higher education participation in the region's many communities. This is most effective where recruitment in years 12 and 13 is underpinned by attainment raising work in feeder schools, colleges and communities.

To deliver this strategy the University has:

- increased investment in the Recruitment and Outreach Team in 2016/17. As a result, the number of state schools we work with has increased from 145 in 2015/16 to 288 in 2016/17. We have received a 60% increase in requests for activity from schools and colleges. School Heads and College Principals inform the development of our services.
- We are an active partner in Go Higher West Yorkshire (GHWY) (Appendix 2 Partnership Statement refers) and a major collaborator in the development of Degree Apprenticeships. Our Progression Module is a core component in the menu of GHWY activities offered to school and college pupils. We also participate in the National Collaborative Outreach Programme (NCOP) and in the development of the Higher Education Access Tracker (HEAT) database.

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<sup>3</sup> Data from the 2011 census includes the populations of Leeds, York, Craven, Harrogate, Selby, Wakefield, Barnsley, Kirklees, Calderdale and Bradford

- We are piloting a compact scheme with two of our local colleges: The compact scheme, which will be delivered by Leeds Beckett staff, provides an enhanced route into Higher Education for participating pupils. We believe that this will be of particular benefit to WEDM and other under-represented groups.

We will now increase activity to:

- Review our admissions processes to ensure that they are as inclusive and transparent as possible and that success at application is consistent across all communities of applicants.
- Develop different routes into higher education (continued growth of Degree Apprenticeships, for example) to attract an increasingly diverse learning community.
- Continue to extend the range of methods with which we engage potential students: increase the number of schools and colleges and community groups that we work with, as well as the range of activities we offer, paying particular attention to the socio-economic and BAME profile of partner institutions.
- Ensure that our activities are complementary to those offered through the GHWY consortium, which targets hard-to-reach communities, to make best use of our resources.
- Deliver against our commitments in the care-leaver covenant, including continuing to offer our care-leavers and estranged students' bursary, participating in Foster Family Days, and offering subject specific taster sessions to Care Leaver Groups. We are developing links within the city council to extend this activity, through their network, to more care leavers.
- In order to attract more students with disabilities we will continue to ensure that all of our recruitment activities (including residential and longitudinal programmes) are inclusive for students with disabilities. We will continue to recruit students with disabilities to be members of our student ambassador group so that they can talk at first hand to prospective students about their experiences at the University. We are also developing relationships with colleagues in Schools and Further Education who have responsibility for students/pupils with disabilities, to ensure a smooth transition to University.
- Continue to pursue our intention to form a Multi- Academy Trust (MAT) with secondary and primary schools in Bingley. This is intended as a starting point for a larger regional MAT. The pedagogic philosophy of the MAT is to work collaboratively with pupils, teachers, parents and communities. This holistic approach offers a triangulated method of increasing attainment rather than a narrow classroom-based approach. The MAT will provide a training ground for teacher training students, as well as a crucible for the development of teaching practice that can be shared with other schools as well as well as within the University.

### **3.4 Access targets**

The principal focus for our Access work will be in low participation neighbourhoods, focusing on



achieving or exceeding our locally adjusted benchmarks. In particular, mature students, WEDM, care leavers, and BAME communities will be targeted.

### **3.5 Access - Indicative Projects**

We are increasing our team of student ambassadors to deliver exam study support and peer mentoring in regional schools and colleges. Where possible, we match the ambassador with their previous school or college to increase their impact as a role model. In particular, we will recruit more student ambassadors from our BAME communities for 2019/20 so that they can speak with authority about their route into and success at university.

Our Carnegie School of Education is working in the community, collaborating with the UJIMA community education centre. Our trainee teachers provide six months of one-to-one support in Maths and English to African-Caribbean children attending the centre. This partnership has enabled UJIMA to increase the number of junior and secondary school children that they support. It provides mentoring opportunities for the children and opens up research opportunities for our academics that may result in pedagogic initiatives to benefit the centre and the University.

Our 'Junior Leadership Scheme' and 'Boys into Health and Education' workshops challenge pupil's stereotypes in order to encourage young men to consider access to higher education via a wider range of academic subjects than they might have previously contemplated.

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*Junior Leadership Scheme: This two-year project with schools receiving the pupil premium in Key stage 4, is informed by research from the Sutton Trust and Education Endowment Fund. It raises attainment in Maths, English and the Sciences by improving meta-cognitive skills and encouraging pupils to take responsibility for their own learning. Parents, guardians, teachers and academic experts from Leeds Beckett have shaped the programme, together. Recent post-event evaluations have shown that 100% of participants feel more motivated to achieve in school and 92% are more confident in improving their grades to progress to higher education. 'An amazing opportunity to better yourself.' 16/17 participant.*

*This programme won the Educate North Award for Social Mobility in April 2018.*

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We will continue to offer our UJIMA (for Black African and Black Caribbean boys) and LARKIA (for South Asian girls) programmes. These programmes raise participants' confidence levels and academic attainment, preparing them to apply for and succeed in higher education.

The University and the Students' Union have been working with a number of schools and colleges on the 'Let Leeds Read' project for five years. The project matches university students with children in schools to improve pupil's reading skills. We are introducing measures in 2018/19 to assess the learning gain from this intervention to inform its longer-term development.

As a result of the academic expertise in our Carnegie School of Education, we have been accepted onto the Bradford Pathways Programme (funded through the Government Opportunity Area

programme). This programme provides bespoke Continuing Professional Development (CPD) for school teachers in the Bradford area within the *Improving Access to Rewarding Careers* theme. The teachers develop their knowledge of the academic areas and courses that are needed to pursue specific careers: providing more effective advice to their pupils when making subject choices and choosing routes to higher education.

We have established three Research and Practice Centres that focus on different aspects of educational practice intended to raise attainment in schools: LGBTQ+ inclusion is the focus of the Centre led by Professor Jonathan Glazzard, Race in Education is led by Professor Shirley Tate and Coaching and Mentoring is the third, led by Rachel Lofthouse, Professor of Teacher Education.

Jonathan Glazzard's work in mental health has led to the development of a work programme to support schools in improving mental health in their communities. This will be rolled out over the period of this plan, with schools working towards a bronze, silver or gold quality mark.

Internal and national data have revealed inequalities in the success rate of UCAS applications from BAME students compared to applications from white pupils. We will be revising our own admissions and interview processes to identify any unconscious bias and ensure every application is judged equally. We will also provide CPD events for feeder schools and colleges on the disparities that we have noted in the predicted grades for BAME applicants when compared to white applicants.

We have been investing in the development of a portfolio of Degree Apprenticeships (DA) and are one of only two universities in Yorkshire accredited to offer DA provision to both levy and non-levy paying businesses. This enables employees of large organisations and small to medium sized enterprises to access Higher Education whilst in work. We will build on the 300 apprentices that the University expects to enrol in September 2018 and continue to take a leadership role in this area, working with GHWY, hosting regional events to increase the understanding of Degree Apprenticeships among parents, potential apprentices and employers.

Following a pilot in 2018 in our Carnegie School of Sport, we will develop subject-oriented Foundation Programmes tailored for applicants that have taken a non-traditional route prior to HE. We anticipate that Foundation Programmes will provide access to HE for mature students; students who may have taken a prolonged break from study; or who may not have taken the appropriate qualifications for the subject area in which they are now interested.

#### **4. Student Success**

The University uses two measures of student success: continuation after one year of study and attainment of target award following continuation, which includes monitoring of good honours.

## Continuation

Group	2014/5 Entry Returning in 2015/16	2015/6 Entry Returning in 2016/17	2016/7 Entry Returning in 2017/18	2015/16 HESA LAB	2015/16 HESA Benchmark	2015/16 Sector Ave	2015/16 University KPI (Y2)	Diff from HESA Benchmark	Comparison Base	Source																
University	87.9%	87.8%	Data not available until March 2019	Not Available	90.7%	Not Available	87.8%	-1.9%	External	of all entrants																
LPN - POLAR (1&2)	84.8%	86.7%						Not Available	89.5%	87.8%	-2.8%	External	HESA Non-Cont PI - T3b Young Full-Time First Degree													
SEC	83.5%	84.0%									87.8%	87.8%	Internal	HESA T3a Continuing Pop - % SEC 4-7												
BAME	83.9%	82.2%												87.8%	Internal	HESA T3a Continuing Pop - % BAME										
WWCB	81.9%	81.9%														87.8%	Internal	HESA T3a Continuing Pop - % White Male Young SEC 4-7								
Disabled	88.3%	84.5%																87.8%	Internal	HESA T3a Continuing Pop - % Disabled						
Mature	82.8%	84.4%																		-2.8%	External	HESA Non-Cont PI - T3a Full-Time First Degree Entrants - % Mature				
Part-time	90.8%	86.8%																				6.0%	External	HESA Non-Cont PI - T3a Part-Time First Degree Entrants *two years following year of entry*		
Careleavers	75.0%	79.3%																						87.8%	Internal	HESA T3a Continuing Pop - % Carers *small numbers*

## Good Honours

Group	2014/15 Graduating	2015/16 Graduating	2016/17 Graduating	2016/17 HESA LAB	2016/17 HESA Benchmark	2016/17 Sector Ave	2016/17 University Ave	Diff from Sector Ave	Comparison Base	Source														
University	63.3%	63.3%	64.7%	Not Available	Not Available	71.2%	64.7%	-6.5%	External	or 2:1 (rounded)														
LPN - POLAR (1&2)	60.4%	59.6%	62.9%					64.7%	Internal	HESA Student - Graduating UG First Degree Population - %														
SEC	61.4%	61.0%	63.5%							64.7%	Internal	HESA Student - Graduating UG First Degree Population - % of SEC 4-7 with 1 or 2:1												
BAME	48.3%	46.7%	49.2%									62.4%	External	Heidi Plus - HESA Student Qualifiers - First Degree - % of BME with 1 or 2:1 (rounded)										
WWCB	55.6%	59.3%	59.8%											64.7%	Internal	HESA Student - Graduating UG First Degree Population - % of White Male Young SEC 4-7 with 1 or 2:1								
Disabled	62.2%	67.3%	63.6%													69.3%	External	Heidi Plus - HESA Student Qualifiers - First Degree - % of Known Disability with 1 or 2:1 (rounded)						
Mature	63.3%	63.1%	64.6%															70.7%	External	Heidi Plus - HESA Student Qualifiers - First Degree - % of Mature (21+) with 1 or 2:1 (rounded)				
Part-time	35.9%	36.2%	42.6%																	48.9%	External	Heidi Plus - HESA Student Qualifiers - First Degree - % of Part Time with 1 or 2:1 (rounded)		
Careleavers		45.5%	68.8%																			64.7%	Internal	HESA Student - Graduating UG First Degree Population - % of Careleavers with 1 or 2:1 *small numbers*

### 4.1 Areas of success

- Over the last three years, the percentage of students achieving a good honours degree has risen from 63.3 in 2014/15, and 2015/16 to 64.7% in 2016/17 (whilst maintaining robust academic standards – supported by the ‘no grade inflation’ supplementary metric in the TESOF subject level pilot 2017/2018).
- Student retention and good honours performance has improved among our students from LPNs and mature students. We believe that improvements in retention and good honours attainment are early signs of the benefits arising from the implementation of our Education Strategy.
- Good honours among our students who are care leavers has also improved, and is higher than the University as a whole, albeit that this is a small group within the larger population.

### 4.2 Areas for improvement

- The most recent HESA data (2015/16) shows that 12% of new entrants do not continue to study in the following year, which is 2.9% above the national benchmark. These data are shared with our Schools and inform our course monitoring and action planning processes. Through our participation in the Subject Level TESOF pilot 2017/18, we have produced data that considers BAME student continuation at subject level (three years of data from

2012/13). The TESOF subject level continuation data from the pilot highlights two subjects (out of 22) with negative flags relating to BAME ethnicity and continuation: Business and Management and Law, and one with positive flags (English Studies). All other subject areas were on or close to benchmark for BAME continuation. These data have been shared with our University Schools and they are required to report activities and their progress on improving continuation. The data arising from the TESOF pilot, has been added to data arising from an Enhanced Monitoring process for Schools which was introduced in 2016/17. This process measures Schools against key course performance indicators which includes continuation. Enhanced monitoring and the TESOF data has indicated those subject areas that are most in need of improvement (Business and Law, for example). As a result, institutional monitoring meetings are held with those subject areas, led by the DVC Academic, increasing the engagement and accountability of the newly formed Schools with analysis of course/subject outcomes. We will continue to produce this data and require our Schools to report against it, annually. In 2018/19 we are seeking to introduce course level segmentation.

- Although the percentage of part-time and mature learners achieving good honours at the University has improved by 6.7% and 1.5% respectively over the past 2 years (to 16/17), further progress towards the benchmark is needed. The percentage of students from BAME communities achieving good honours is also 20% lower than the whole University. Similar to national indicators, good honours is influenced by subject choice, tariff on entry, IMD/POLAR, ethnicity, gender characteristics. The institution collects and analyses data against all of these characteristics, including individual ethnicities, annually. We will introduce further analysis of our annual first degree outcomes by School compared to sector outcomes to monitor the impact of Education Strategy initiatives (see 4.3 below).
- Statistical analyses started in 2015/16 (using data sets dating back to 2011/12) to identify correlations between BAME students and attainment of good honours. These data are split by ethnicity. Statistical analysis, that included the use of the Fisher's exact test to assess statistical significance of the findings, has not revealed specific issues that are predictors of poor degree outcomes. However, further qualitative analysis, with students and staff focus groups identified specific issues, outlined in 4.3, to which the institution is responding with initiatives from our Education Strategy to improve student success.
- The University's Education Strategy was introduced in 2016/17 and is designed to improve continuation and student success. The analyses has informed the basis for this strategy which focuses on: support to the student through transition, creation of learning communities for students, inclusive teaching and learning practice standards for staff and pedagogic development.

#### **4.3 Strategic approach**

Student success is at the heart of the University's Strategic Plan (2016-2021). Improving student continuation (after one year of study) is one of 12 institutional KPIs (Appendix 1). The University believes that by tackling retention and success for all students, under-represented groups will also

benefit.

Our internal analysis shows that, of our 22 subject groups (defined in terms of TESOF), eight perform better than benchmark with regards all students progressing through university to their award. A further eight are either on benchmark or within 1% of benchmark. Six subject groups perform below benchmark. In total, over the last three years, 245 fewer of our students have progressed than would be expected. Our intention is to reduce this deficit to zero.

We have increased local accountability for the quality of academic delivery: The University has been restructured into 13 academic schools, and a new Education Strategy (approved in 2016) is being implemented, led by our DVC Academic. The strategy recognises the wide range of prior academic achievement with which our student community starts university study and adopts a 'start from anywhere, receive the support to succeed' approach.

The strategy is delivered via a new, subject-based academic management structure. We have appointed 13 Deans and 56 Heads of Subject to take responsibility for the performance of their disciplines against negotiated and agreed local KPIs.

The performance of each School against the KPIs is scrutinized at the annual accountability meetings, led by the Vice Chancellor. In the interim, over the course of each year, the DVC Academic will set targets for each course, progress against which will be discussed with the Dean of the relevant School. Where under-performance persists, the University will identify sanctions which may include course closure.

136 Course Directors take individual responsibility for the management and outcomes of clearly defined degree programmes.

The Education Strategy is focused on three distinct areas which support students' success and development:

- The Learning Pathway. Courses are designed with a clear pathway for progression which focuses on building confidence and self-assurance in students. The first stage concentrates on the transition into a new level of learning (level 4 or level 7) supporting students through immersive induction and acclimatisation to their learning environment. This is developed in subsequent levels to support independent and critical thinking, encouraging students to engage contextually with their studies, and building confidence, social capital and emotional intelligence.
- The Student Support Framework. This is our 'start anywhere, be supported' approach to advice and guidance. We build a strong network between academic delivery and professional support services, underpinned by communications systems which allow for the tracking and solution of specific issues.
- Regulatory Reform. We will simplify and streamline processes for students, removing barriers to understanding what is required and ensuring that everyone has equal access to support and guidance. The process of reform has included revisions to our regulations around assessment and mitigation to ensure that all students operate on a level basis.

The strategy has been informed by the results of the institutional, quantitative (segmented by ethnicity) analysis and qualitative research undertaken with BAME students and staff in 4.2 above. The research results identified concerns that were common between the BAME students and staff.

In each case, an initiative from our Education Strategy is addressing the concern:

- Staff requested training to raise awareness of unconscious bias. Training is being delivered and anonymised marking is used, where possible.
- Both staff and students identified an overly white focused curriculum. This is being addressed through the 'Why is my curriculum white?' initiative, in collaboration with the Students' Union and through the provision of guidance on 'Inclusive Teaching and Learning Practice.'
- Students and staff recognized students experienced either a lack of confidence or marginalisation at level 4. The introduction of Academic homes and a structured level 4 induction is seeking to develop a greater sense of an inclusive community amongst our students
- Staff recognized the value of fostering a safe learning space to share values and for critical thinking and views to be explored. The creation of 'Academic Homes' is addressing this, as well as our focus on inclusive teaching and learning practice
- Staff and students observed that BAME students were either unaware of, or not accessing longer placements/internships. The Employability teams at the University are providing an enhanced careers offer for BAME students and students from other under-represented groups (see 5.3 below)
- Students wanted a stronger BAME student voice – this is being met through the creation of a BAME Student Union Liberation Group to put forward the experiences, opinions and needs of the BAME student communities (see 4.5 below)
- Difficulties in group working were identified by staff and BAME students. This is being addressed through further comprehensive University guidance for 'Inclusive Teaching and Learning Practice'.

The strategy is in the early stages of implementation and will require a period of time to become more fully developed and deliver longitudinal results. It is built on a continual process of monitoring, reflection and course development. This requires close attention to the conditions of registration with the Office for Students and the regulatory authority of the Competition and Markets Authority, to ensure that students have detailed course information in advance of making choices about their study.

We will now increase our activities:

- Transition and induction provide the basis for improved retention as students are supported in adopting the new learning behaviours necessary to a university education. This support begins with our online module 'Preparing to study at Leeds Beckett', and continues throughout the first year with targeted 1:1 transition support, focusing on students from under-represented groups or those at higher risk of withdrawal.
- Our pedagogy will reflect the profile of our learners. We are introducing an institutional baseline for Inclusive Teaching and Learning Practice which will be incorporated into our academic regulations: formalising the expectation of inclusive teaching across all of our Schools. Initiatives under development include extra time for all students in examinations and increased use of Lecture Capture, which also responds to a campaign led by our Students' Union.

- Our Library and Learning Innovation team and our Centre for Learning and Teaching will ensure that all University Schools have reviewed their course content through our ‘Why is my curriculum white?’ project.
- We will continue to enhance our student services for students with disabilities to improve continuation and good honours. For example, from 2018 we will be offering summer orientation events for students on the autistic spectrum, and introducing ‘anticipatory’ reasonable adjustments at an earlier stage, prior to students with disabilities joining the University; delivering a smooth transition to university life.
- For students who are care-leavers or estranged from their families, we have a dedicated transition role in Student Services to ensure a smooth start to University and to pursue funding from local authorities for the students. These initiatives should also support improved continuation and academic success.
- Student Engagement Monitoring Systems (SEMS) have been introduced to identify those students ‘at risk’ of early withdrawal from study. This enables our Schools to target specific local issues, and provides intelligence to inform the continued development of our Education Strategy. Schools work with our integrated academic services (incorporating student services, libraries and learning innovation and centre for learning and teaching) to offer students personal, individualised and relevant academic support. All of our 13 academic schools adopted this system in 17/18 and we will review its impact in summer 2018 to improve its effectiveness for 19/20 and 20/21.

#### **4.4 Student Success - Targets**

Our targets are focused on improving retention, through a range of measures, for all students. Our particular focus will be on the retention and attainment of our BAME (including students from specific ethnic groups), Disabled, Mature and Part-time students.

#### **4.5 Student Success - Indicative Projects**

The University is working with Advance HE and eight other universities in the Higher Education Academy ‘Collaborative Retention Project’. Using tools and approaches developed in the sector, course leaders increase their understanding of:

- the backgrounds and learning needs of their students
- the pressures students face if remaining at home and commuting to university compared to those who move away to study
- the financial pressures faced by all students, which can impact on their outcomes
- reducing attainment gaps through improving engagement with study and assessments

The project is being piloted in one of our most diverse courses (BA (Hons) Accounting and Finance). It will report in summer 2018, providing an opportunity for the results to inform developments for implementation in 2019/20.

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***The Resilience project:** This pilot project engaged our 2017/18 BSc (Hons) Physiotherapy students in a 12-week 'Resilience Programme'. The programme was integrated into the students' formal learning timetable, and included activities on mindfulness, academic resilience, cognitive behavioural therapy and the impact of supportive connections. Feedback and evidence from the students has identified the most powerful aspects of the programme. On the basis of this feedback we are exploring how this can be developed to improve the resilience of other cohorts of students in the future.*

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The University wants to improve student success among BAME students. Three research projects are being undertaken in 2018/19 which build on the research undertaken since 2015 (and outlined in 4.2 above). As previously, the results will inform the further development of our Education Strategy:

- The University will submit for the Race Equality Charter Mark in 2019, and, as a result, is completing two quantitative surveys; one with our students and the other with our staff.
- We are also working with Alterline on a qualitative research project with black students to understand the specific challenges that they encounter, given that national data indicates that attainment deficits are greatest among this group.

All three projects will inform the development of initiatives to improve the experience of students and staff from BAME communities from 2019/20.

We will introduce teaching fellows with responsibility to increase diversity in the curriculum, and collaborate with our Students' Union to promote greater diversity amongst our student Course Representatives programme. Through this and the introduction of a BAME Liberation Campaign in the SU, it is intended that the BAME student voice will be more prominent in the development of policy and programmes. The Students' Union are developing five other Liberation campaign groups for under-represented or minoritised groups: women, students with disabilities, LGB, Transgender and International students.

We will use Quicksan to identify Specific Learning Disabilities (SpLDs) among the whole student population. This will be one element of significant diagnostic work during Induction, so that any student's particular requirements can be identified at the earliest opportunity. A student identified as having a SpLD is offered practical and financial support as well as an innovative 'Skills for Learning' programme, that provides guidance on a range of learning techniques.

Training for academic and professional services staff will be disseminated so that more colleagues are confident in recognising and taking appropriate action where they believe a student has a mental health condition. The University will develop an institutional mental health strategy, working with our academic colleagues with research in this area, for implementation in 2019/20.

Students with an autistic spectrum condition are assigned an advisor who can prepare them for the



student experience. The advisor also works with staff in the individual's academic or wider student life to ensure that the specific requirements of the student are met. We offer monthly peer support sessions for students with autistic spectrum conditions to address challenges they may experience and to offer mutual support and solutions.

We are also improving our physical and technical infrastructure for students with disabilities: assistive technologies have been purchased and staff are being trained in transforming learning materials into accessible formats. Disabled Go have produced an accessible map of both our campuses to improve physical access for students with a range of disabilities. We are also working with our Estate Services team to make our physical environment more accessible, including our new estates developments which will open in 2019 and 2020. We are seeking to incorporate design principles in our estate that respond to the needs of all students, including students who may have autistic spectrum conditions.

In 2017, the University was one of the first in the country to sign up to the Stand Alone Pledge on behalf of estranged students, which includes commitments to develop a fuller understanding of the specific challenges that they face. On the basis of that knowledge, and working with care-leavers and carers, we will continue to improve services and develop new initiatives that meet their needs, in addition to dedicated financial support and accommodation packages.

## 5. Progression to Graduate Employment

Group	2014/15 6 Months after Graduating	2015/16 6 Months after Graduating	2016/17 6 Months after Graduating	2016/17 HESA LAB	2016/17 HESA Benchmark	2016/17 Sector Ave	2016/17 University KPI (Y2)	Diff from Sector Ave	Comparison Base	Source		
University	68.4%	62.9%	Data not available until August 2018	Not Available	Not Available	76.5%		-13.6%	External	Professional Employment		
LPN - POLAR (1&2)	62.9%	52.4%						62.9%			Internal	HESA DLHE UG First Degree Population - POLAR 1&2 - % in
SEC	60.0%	47.5%						62.9%			Internal	HESA DLHE UG First Degree Population - SEC 4-7 - % in Professional Employment
BAME	54.3%	47.1%						69.8%		-22.7%	External	Heidi Plus - DUHE UG First Degree Population - BME In Employment - % in Professional Employment
WWCB	63.5%	47.3%						62.9%			Internal	HESA DLHE UG First Degree Population - White Male Young SEC 4-7 - % in Professional Employment
Disabled	60.0%	54.7%						70.3%		-15.6%	External	Heidi Plus - DUHE UG First Degree Population - Disabled In Employment - % in Professional Employment
Mature	80.0%	75.5%						81.8%		-6.3%	External	Heidi Plus - DUHE UG First Degree Population - Mature In Employment - % in Professional Employment
Part-time	77.1%	73.9%						76.6%		-2.7%	External	Heidi Plus - DUHE UG First Degree Population - Part-Time In Employment - % in Professional Employment
Careleavers		Less than 10							62.9%		Internal	HESA DLHE UG First Degree Population - Careleavers - % in Professional Employment *small numbers*

### 5.1 Areas of Success

- Progression to employment at the University is high, with over 96% of our students in employment or further study following graduation: this places us in the upper quartile of HEIs for student employment.
- In both 2016 and 2017, Leeds Beckett was the leading provider of graduates to the prestigious Leeds City Council Graduate Programme, representing a significant improvement in our representation on this programme from previous years. In 2017, the University was also the leading provider of graduates into skilled jobs with major local employer Beaumont Legal.

### 5.2 Areas for Improvement

- Our most recent HESA/DLHE data (2015/16) shows that graduate level employment for our

students is below the sector average.

- The graduate level employment rate of students with disabilities, from BAME communities, LPNs, and WEDM is lower than that of the whole University population.

### **5.3 Strategic approach**

The University has an historical commitment to meeting the needs of the businesses and communities in our city region. Our students can have confidence that their Leeds Beckett degree is valued by employers. Improving Graduate Employment is one of the institution's KPIs. Our target is that, by 2021, 76% of our graduating students will secure graduate jobs.

Analysis indicates that progression to work varies by academic school: four of our 13 Schools account for over 60% of the graduate-level employment gap. Three schools perform better than our graduate-level benchmarks. This analysis reveals the scale of the performance gap, identifying the number of additional students securing graduate jobs needed to achieve our benchmark position by subject area.

We will dig deeper into these data to understand the issues that are affecting graduate employment performance, by subject. These may include the prior educational experience of our students and their families. It may also relate to our subject mix and that some of our art, music and design students seek temporary work to support them whilst they pursue their practice, following university.

We are targeting intervention where it will have most impact:

- For our students: we are integrating careers guidance and employment preparation into every stage of a student's career. At Level 4 students receive career awareness and basic employability skills. At Level 5, they are offered meaningful work experience and placement opportunities with access to funding where financial need is evident. At Level 6, we connect students with graduate employers through a range of initiatives.
- For employers: we are increasing our engagement with employers. We have developed a database of 10,000 businesses that either employ our students, or purchase our services, or are suppliers to the University or are partners in research. We want to increase the proportion of these existing contacts who are offering placements, work experience and employment to our graduates.

To lead this work, we have introduced a new senior role of 'PVC Business Engagement' and invested in a dedicated Business Engagement team in the past 18 months. This function brings together our Placement Teams, our Employer Engagement Team, and our Student Jobshop. The Business Engagement function works closely with our student Careers service to provide a full programme of student employability activities, employer-led workshops and work experience opportunities through our 'Gateway' Hub. In its first year of operation, the range of services offered by the hub increased student engagement by 150%.

We will now increase activity:

- We are monitoring the proportion of students engaging with the service, their particular characteristics, as well as the success rate of graduates finding graduate-level employment to inform the development of this area of activity.

- In order to encourage student participation in placements, the University will not charge student fees during a placement year. This is an important experience for students and so we price a year at 20% of full time fee, in line with external tuition fee requirements, and then waive this.
- The University has evidence of lower graduate outcomes amongst our BAME students and, in contrast to their academic performance, a lower rate of success into graduate employment for students with disabilities. Analysis across all of our undergraduate courses for both BAME and students with disabilities has shown that graduate employment disparities are localised into specific academic schools and so action will be locally focused.
- Bespoke exit packages are being developed for our BAME students (at course level), students with disabilities (at School level), care-leavers and estranged students. Packages will include one to one support, psychometric testing, CV development, LinkedIn profiling, a professional photograph, employer matching (particularly with companies that are actively seeking to diversify their workforce), interview skill development and personal profiling. This will be piloted in 2018/19 for wider implementation in 2019/20.

The action plan, at course or school level is provided below:

<b>BAME Students</b>	<b>Disabled Students</b>
<u>Schools</u> Leeds Business School Social Sciences Clinical & Applied Sciences	<u>Schools</u> Clinical & Applied Sciences Film, Music and Performing Arts Health & Community Studies Leeds Business School
<u>Courses</u> Accounting & Finance Business & Management Business Studies International Business Criminology Psychology Film-making Sport & Exercise Science Sport Business Management	<u>General</u> An increase in the number of students with disabilities attaining Graduate Level roles by 2021 vs. the 2015/16 HESA DLHE outcome baseline
<u>General</u> An increase in the number of BAME students attaining Graduate Level roles by 2021 vs. the 2015/16 HESA DLHE outcome baseline	

#### **5.4 Progression to graduate employment - Targets**

The University's priority is to raise the graduate employment of our students. Our strategic plan sets a target of 76% by 2021. In particular, we will focus on the graduate employment of our students with disabilities and our BAME students.

#### **5.5 Progression to employment - Indicative Projects**

Our 'Get Hired' graduate talent pool initiative responds to the region's labour market needs, matching graduates to businesses in the Leeds area. It focusses on growth business areas, including digital and technology, sales and marketing, business/data analysis, marketing and recruitment. The Employer Engagement Team assists the student in becoming 'applicant ready', and then matches students to employers. This is the first year of operation and outcomes will be reported in the Autumn 2018.

The 'Women in Leadership' initiative is aimed at our second year, female undergraduate students. Devised to meet the needs of local employers wanting to increase their intake of female graduates, the programme develops the students' knowledge and use of leadership theory, provides networking and mentoring opportunities with women leaders in a range of professions. From close to 300 applications, 30 students are included in this pilot project that will be reviewed in autumn 2018.

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*Business Innovation Centres: The University has identified local areas with low participation in higher education and has recently opened three Business Innovation Centres in Leeds, Wakefield and Halifax. Working with local employers and FE providers, the Centres provide start-up business incubator space and business support services for our students and recent graduates. They also provide our students with placement opportunities, as well as being able to offer services to local Schools and Colleges to support career choices.*

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We are also developing an internship programme for our BAME community. Research has revealed a lower take up of internship opportunities amongst BAME students. Therefore, a programme that is tailored to overcome specific challenges among this student group will enable us to increase work-based learning to enhance students' CVs.

### **6. Monitoring and Evaluation**

This plan has been developed using the internal and external data that is currently available to the University. Over the course of the next year and into 2019/20 we will develop a detailed monitoring and evaluation framework that aligns the APP initiatives and ambitions with those relating to equality, diversity and inclusion, including the University's draft new Equality and Diversity Strategy, and our submission for the Race Equality Charter in 2019. For example, there are a number of groups for which we do not have sufficient information at present to clarify issues or meaningful interventions:

- We will increase the range of socio-economic analysis, to understand the impact of LPN and/or POLAR quintiles 1 and 2 and/or WEDM characteristics on the student experience. The intersectional impact of this characteristic with other under-represented characteristics is also of interest.
- We will research into the experiences of students with other protected characteristics to ensure that they are progressing through university at least as successfully as the whole student population.
- We want to understand the underlying reasons for the lower progression rates of our mature and part-time students.
- We will cross refer our analysis with the TESOF metrics to clarify the materiality of some of the results of our internal monitoring
- We will further refine our analysis, where it relates to our community of BAME students to understand the better the needs of the groups that constitute the BAME definition.
- We will research into the experiences of our day-commuting students who live in the family home during term time. We will work with the SU on the findings should we discover, as we suspect, that commuting not only creates challenges that might impact on the student's continuation and academic success, but conceals other under-represented characteristics.

## **7. Investment to Support Access and Participation in 2019/20**

### **7.1 Overall investment**

We anticipate that our total APP expenditure by 2019/20 will be in the region of £10.5 million (this may change subject to the English government's review of undergraduate tuition fee funding). The table below and at 7a in the financial document refers. This represents 22.5% of our higher fee income in 2019/20 and across the period. We will weight our APP investment in favour of the success of our students. Therefore, investment in access will represent 18% of our total spend, Student Success 54%, Progression will account for 16% and financial support 11%.

<b>Access and participation plan investment summary (£)</b>	<b>Academic year</b>			
	2019-20	2020-21	2021-22	2022-23
Access investment	1,919,537	1,965,906	1,977,797	1,976,213
Success investment	5,721,460	5,859,668	5,895,111	5,890,391
Progression investment	1,669,753	1,710,088	1,720,432	1,719,054
Investment in financial support	1,197,328	1,197,328	1,197,328	1,197,328
<b>Total investment</b>	<b>10,508,078</b>	<b>10,732,990</b>	<b>10,790,668</b>	<b>10,782,986</b>

## 7.2 Financial support

Research conducted by the University did not show that entry point bursaries/scholarships impact on overall attainment. However, we have found that financial support improves student retention. Being able to access financial support improves student wellbeing and the students who experience financial hardship and receive funding are more likely to achieve a good honours degree than those who do not. We intend to continue to use the enhanced information from the SLC's Higher Education Bursary and Scholarships Scheme<sup>4</sup> to ensure we allocate financial support to those students who need it most. By 2019/20, we will have adopted the national financial evaluation tools (developed by the Office for Fair Access) to monitor the impact of our financial support investment and inform future access and participation plans.

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<sup>4</sup> At time of writing there is some question, given the imminent introduction of GDPR, whether access to such data from the SLC will be possible. Were it not to be so, the University would devise other means to identify those students with greatest need of financial support.

Funding	Summary and Eligibility for Funding
<b>Financial Support Fund</b>	<p>This is available to any student who experiences unexpected financial hardship. Any student can apply, including those experiencing financial barriers to student success and progression. Students living at home and commuting, as well as those living in the city of Leeds can apply. Students with disabilities, students from BAME communities, carers, care leavers, and estranged students will be prioritised. Students on placements that carry an additional cost can apply if that cost is not covered through an alternative funding stream.</p> <p>Face to face discussions take place with applicants to assess any wider support needs: for example, health and well-being issues or challenges finding part-time work.</p> <p>Applications are assessed on a means-tested basis and awards are usually made as a grant and are non-repayable.</p>
<b>Annual Bursary for Care Leavers and Estranged Students</b>	<p>This bursary targets:</p> <ul style="list-style-type: none"> <li>a) Students who are leaving care to attend university; or</li> <li>b) Students who have been living independently since leaving care; or</li> <li>c) Students estranged from their family.</li> </ul> <p>The amount payable each year (subject to meeting the criteria) will be £1,000 at level 4, £1,500 in level 5 and £1,000 at level 6 in two instalments. Pro rata awards will be made to part-time students.</p> <p>Campus Accommodation Services provide care leavers and students estranged from their families with the option of a 52-week accommodation contract if they do not have an alternative address outside of term time. This support will be available for three years for full-time students, and a maximum of six years for part-time students.</p>
<b>Primary carers of another adult</b>	<p>Students can self-declare as a primary carer for another adult. The support available to them is equivalent to that available to care-leavers and students estranged from their families. This support will be available for three years for full-time students, and a maximum of six years for part-time students. Eligibility is based on enrolled students living in households with less than £25K per annum income.</p>

## 8. Management of this plan

The Access and Participation Plan is monitored by the University's *Access Strategy and Reporting Group (ASRG)*, chaired by our DVC (Corporate Communications), which reports into the University Executive Team. This group includes members from the Carnegie School of Education, Students' Union, Student Recruitment and Outreach Team, Student Services, Business Engagement and Centre for Learning and Teaching.

The Group will develop the new monitoring and evaluation framework as well as further annual iterations of the APP. Where it observes best practice it will promote this to the wider University. The APP will be approved by University Executive Team, Academic Board and the Board of Governors each year.

There are some common members to the ASRG and the University's Equality and Diversity Committee, as well as the group responsible for the University's submission for the Race Equality Charter Mark. Both of these groups are chaired by our DVC Academic and the University has ensured that the activities of all three areas (REC, E&D and the ASRG) are consistent with, and complement each other. A new Equality, Diversity and Inclusion Framework is being implemented in 2018/19.

We have consulted with our Students' Union who have challenged, advised on and contributed to this plan. For example, the Students' Union manage the university-wide network of course representatives and School Forums who ensure that the student voice is heard in the development of both the academic and pastoral elements of the student experience.

## **8 Provision of Information to Prospective and Current Students for 2019/20**

We will provide information concerning tuition fees, financial support schemes, any additional costs and other information on student finance support on our University website. This information will also be available through our published materials as well as in face to face advice and guidance sessions. Information about tuition fees and financial support will be provided to UCAS as soon as it is reasonable to do so for 2019/20 entry, in line with emerging government policy on future undergraduate tuition fees.

Existing students will benefit from publications and direct advice provided by our Student Services team. Both current and prospective students can access information on our bursaries and scholarships at <http://www.leedsbeckett.ac.uk/undergraduate/scholarships/> with information on financial support at <http://www.leedsbeckett.ac.uk/studenthub/full-time-funding.htm>. This plan, once approved, will be published on our external website alongside all current access agreements at [www.leedsbeckett.ac.uk/public-information/access-agreements/](http://www.leedsbeckett.ac.uk/public-information/access-agreements/)

## **10. Conclusion**

Leeds Beckett is in the second year of its new strategy that focusses on student success and progression, directly and indirectly, in each of its 12 objectives. A substantial proportion of the initiatives included in this APP are less than two years old and therefore the results are only just beginning to be evident. It is our intention to continue to recruit students with a wide range of prior educational attainment. Through our Education Strategy and our close working with the organisations and communities of our city, our region and beyond we will assist our graduates in making a significant contribution to the success of our industries, our businesses, our region and beyond after graduation and throughout their careers.



# Strategic Planning Framework 2016-2021

## Our Vision

To be an excellent, accessible, globally engaged university contributing positively to a thriving Northern economy

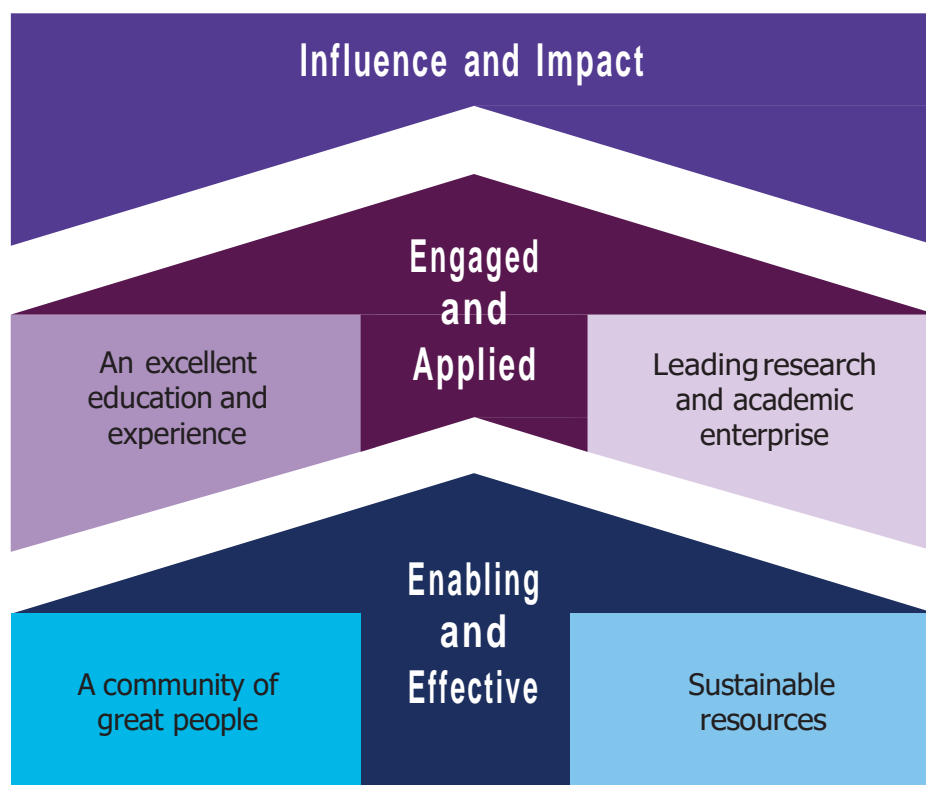
## Our Mission

To ensure we use our knowledge and resources to make a positive and decisive difference to people, communities and organisations

## Our Values

Student focus, excellence, inspiration, creativity, professionalism, enterprise, integrity

## Our Strategic Aims



# Strategic Objectives 2021

## An Excellent Education and Experience

### 10.1 Student Progression

**Measure:** Our students will progress smoothly through their courses

**KPI:** 95% progression after one year of study

### 10.2 Student Satisfaction

**Measure:** Our students will have the best possible course experience

**KPI:** 89% NSS satisfaction with teaching

### 10.3 Graduate Employment

**Measure:** Our students will be able to make the most of their Leeds Beckett education

**KPI:** 76% DLHE Graduate Employment

## Leading Research and Academic Enterprise

### 2.1 Research Intensity

**Measure:** We will grow and develop our research culture

**KPI:** 45% academic staff submitted to 2021 REF

### 2.2 Research Environment

**Measure:** Our research environment enables our staff to deliver outstanding research

**KPI:** 1000 FTE doctoral students enrolled

### 2.3 Research & Enterprise Prestige

**Measure:** R&E will make a major contribution to our prestige and reputation

**KPI:** £28m HEBCIS Income

## A Community of Great People

### 3.1 Maximising our Talent

**Measure:** Our colleagues are supported and enabled to give their best

**KPI:** 90% overall satisfaction in Staff Survey

### 3.2 Student Satisfaction

**Measure:** All colleagues contribute directly to an excellent student experience

**KPI:** 88% NSS overall satisfaction

### 3.3 Service Excellence

**Measure:** Colleagues seek continually to improve our service to stakeholders

**KPI:** CSE Accreditation and Compliance Plus in S5

## Sustainable Resources

### 4.1 Student Satisfaction

**Measure:** Our investment in learning resources contributes directly to greater student satisfaction

**KPI:** 92% NSS satisfaction with learning resources

### 4.2 Excellent Estate

**Measure:** Our investment in facilities increases their utility to our students and colleagues

**KPI:** 80% AUDE Functional Excellence Rating

### 4.3 Financial Sustainability

**Measure:** Our financial resources enable us to achieve our strategic objectives

**KPI:** Maintain an annual MIS of 8.5%

## Appendix 2 – Go Higher West Yorkshire Partnership Statement 19/20

Leeds Beckett University is committed to the Go Higher West Yorkshire partnership, an established consortium of twelve HE providers in West Yorkshire (comprising FE colleges with HE provision, and universities). The partner members represent a diverse range of institutions offering a vast array of different courses, subjects, qualifications and modes of study. We are also committed to the National Collaborative Outreach Programme (NCOP), secured by Go Higher West Yorkshire.

Go Higher West Yorkshire's mission is to work in partnership to act as a single point of contact for information on our Higher Education Provider partners, improving access to, and achievement in, Higher Education to enhance individual and economic development. This is achieved through the consortium's internal structures: each of the twelve partners has representation on our Governing Board and in our two operational groups (the Business Engagement Planning Group, and the Widening Participation Planning Group).

The Board comprises senior members of staff from each institution, to help drive the strategic direction of the partnership, as well as co-opted members from the Leeds City Region LEP and West Yorkshire Consortium of Colleges, to ensure a joined-up approach and to maximise opportunities for partnership working.

The Business Engagement Planning Group has a remit to work in partnership to open up higher education options to underrepresented groups, with a particular focus on employers and their employees, including prospective mature and part-time students. Our partners have worked together to develop higher and degree apprenticeships which aim to appeal to a wide range of students, and seeks to investigate the social mobility potential of this emerging area of work.

The Widening Participation Planning Group has a focus on working with specific target groups which have been identified using national data, and contributes towards the meeting of our collaborative access and participation plan targets. The work covers: looked-after young people and care leavers, Estranged Students, former NNCO schools (which do not form part of NCOP) in HE cold-spot areas, and current students from non-traditional backgrounds.

We are proud that our partnership has worked together to develop and sign the first collaborative Care Leaver Covenant, showcasing the commitment across our partnership to this group of students (<http://www.gohigherwestyorks.ac.uk/care-leaver-covenant/>). Our work in this area covers the student lifecycle and includes access work such as collaborative Foster Family Fun Days and engagement with foster carer networks/Children in Care and Care Leaver Councils, as well as progression work such as a pilot Professional Mentoring project we are developing to support care leavers currently in higher education to progress into graduate-level employment. Our partnership is also working towards the development of a collaborative Stand Alone pledge to showcase the commitment we have towards this equally vulnerable group of students. Other activities include our collaborative Y10 summer school, where young people from low-participation neighbourhoods gain exposure to multiple HE providers to aid informed choices, and a series of workshops to share good practice across the partnership in areas such as supporting current students from non-traditional backgrounds.

We measure our success through assessment of the data we collect; this evidences that the care-experienced students with whom we work feel their confidence has increased through their experiences with us. Further, evaluation of our annual collaborative Y10 summer school via the

Learning Gain tool<sup>6</sup> demonstrates that the overwhelming majority of the participants leave the residential experience feeling that HE is for people like them, feel more confident about their future and have a good plan for progressing into HE; this is combined with continuous improvement in practice through feedback from teachers and student hosts who are present throughout the event, and debrief of staff from across the partnership who run the event. Monitoring of this work takes place termly and is reported to the GHWY Board.

Our strong partnership work supports complementarity between the work of our own institution, the work of Go Higher West Yorkshire and NCOP, and other local initiatives. To aid complementarity between the work of our own institution and the NCOP, Leeds Beckett University is represented on the NCOP Steering Group and employs two NCOP staff members who work alongside our Access and Outreach team. These staff member staff members are our link with the central NCOP team, managed through Go Higher West Yorkshire, and outreach work within our own institution, and a key element of their role is to develop community links in and work with key influencers from the target wards. To ensure complementarity with the Opportunity Area identified in our region – Bradford – the Partnership Manager for Go Higher West Yorkshire is a member of the Opportunity Area Working Group ‘Access to Rewarding Careers’ and our NCOP Area Manager for Bradford and Calderdale works closely with those involved in the Opportunity Areas. Our partnership has also signed a Memorandum of Understanding with Bradford Pathways, part of Bradford Council, which is a service offering free advice and support to primary and secondary schools on developing a careers framework within the school’s curriculum; Bradford Pathways is also responsible for setting up and delivering Bradford’s Education Covenant and has strong links with the Opportunity Area.

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<sup>5</sup> <https://research-toolkit.co.uk/#learning>

\* course type not listed.

Full-time and part-time course fee levels for 2019-20 entrants.

Please enter inflationary statement in the free text box below.

The fee charged to a student at the start of their course, will be maintained and will not be increased over the period of study of their course. No market increase or inflationary increase will be added to their annual course fee over the period of their study on that course.

Full-time course type:	Additional information:	Course fee:
First degree	New Entrants from 2017/18	£9,250
Foundation degree	New Entrants from 2017/18	£9,250
Foundation year / Year 0	New Entrants from 2017/18	£8,250
HNC / HND	New Entrants from 2017/18	£9,250
CertHE / DipHE	New Entrants from 2017/18	£9,250
Postgraduate ITT	New Entrants from 2017/18	£9,250
Accelerated degree	New Entrants from 2017/18	£9,250
Sandwich year	New Entrants from 2017/18	£1,850
Erasmus and overseas study years		*
Other	New Entrants from 2017/18	£9,250
Franchise full-time course type:	Additional information:	Course fee:
First degree		*
Foundation degree		*
Foundation year / Year 0		*
HNC / HND		*
CertHE / DipHE		*
Postgraduate ITT		*
Accelerated degree		*
Sandwich year		*
Erasmus and overseas study years		*
Other		*
Part-time course type:	Additional information:	Course fee:
First degree	- New Entrants from 2017/18	£6,935
Foundation degree	- New Entrants from 2017/18	£6,935
Foundation year / Year 0		*
HNC / HND		*
CertHE / DipHE	- New Entrants from 2017/18	£6,935
Postgraduate ITT	- New Entrants from 2017/18	£6,935
Accelerated degree	- New Entrants from 2017/18	£6,935
Sandwich year	- New Entrants from 2017/18	£6,935
Erasmus and overseas study years		*
Other	- New Entrants from 2017/18	£6,935

**Table 8a** - Statistical targets and milestones relating to your applicants, entrants or student body

Reference number	Stage of the lifecycle (drop-down menu)	Main target type (drop-down menu)	Target type (drop-down menu)	Description (500 characters maximum)	Is this a collaborative target? (drop-down menu)	Baseline year (drop-down menu)	Baseline data	Yearly milestones (numeric where possible, however you may use text)					Commentary on your milestones/targets or textual description where numerical description is not appropriate (500 characters maximum)
								2018-19	2019-20	2020-21	2021-22	2022-23	
T16a_01	Access	State school	<b>HESA T1b</b> - State School (Young, full-time, undergraduate entrants)	To increase participation from state schools	No	2013-14	94.3%	95.9%	96.5%	96.9%	97.4%	97.9%	
T16a_02	Access	Socio-economic	<b>HESA T1b</b> - NS-SEC classes 4-7 (Young, full-time, undergraduate entrants)	To increase participation from NS-SEC classes 4-7	No	2013-14	35.7%	38.6%	39.3%	39.7%	40.1%	40.5%	New measures to be introduced (POLAR and IMD)
T16a_03	Access	Low participation neighbourhoods (LPN)	<b>HESA T1a</b> - Low participation neighbourhoods (POLAR3) (Young, full-time, first degree entrants)	To increase participation from low participation neighbourhoods to meet the local adjusted benchmark	No	2013-14	15.8%	20.4%	21.6%	22.0%	22.4%	22.8%	
T16a_04	Access	Mature	<b>HESA T2a</b> - (Mature, full-time, all undergraduate entrants)	To increase participation of mature learners from low participation neighbourhoods with no previous experience of higher education	No	2013-14	13.2%	19.1%	19.1%	19.1%	19.1%	19.1%	
T16a_05	Access	Low participation neighbourhoods (LPN)	<b>HESA T2b</b> - Low participation neighbourhoods (POLAR3) (All, part-time, entrants)	To increase participation from low participation neighbourhoods in part time study	No	2013-14	4.9%	8.9%	9.9%	10.4%	10.9%	11.4%	
T16a_06	Student success	Multiple	<b>HESA T3a</b> - No longer in HE after 1 year (All, full-time, first degree entrants)	To improve retention of all students progressing from their first year into second year of study	No	2012-13	9.9%	5.9%	4.9%	4.9%	4.9%	4.9%	
T16a_07	Student success	Disabled	<b>HESA T7</b> - Students in receipt of DSA (full-time, all undergraduate entrants)	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	No	2013-14	4.8%	6.2%	6.8%	6.9%	7%	7.1%	
T16a_08	Student success	Multiple	<b>HESA T5</b> - Projected degree (full-time, first degree entrants)	To encourage students to complete their studies and achieve the award they first enrolled for	No	2014-15	73.7%	83%	85%	89%	90%	90%	
T16a_09	Progression	Multiple	<b>Other statistic</b> - Progression to employment or further study (please give details in the next column)	Graduate Level Employment (Destination of Leavers in Higher Education - 6 months after graduation)	No	2013-14	63%	72%	74%	76%	78%	80%	

**Table 8b** - Other milestones and targets.

Reference Number	Select stage of the lifecycle	Main target type (drop-down menu)	Target type (drop-down menu)	Description (500 characters maximum)	Is this a collaborative target?	Baseline year	Baseline data	Yearly milestones (numeric where possible, however you may use text)					Commentary on your milestones/targets or textual description where numerical description is not appropriate (500 characters maximum)
								2018-19	2019-20	2020-21	2021-22	2022-23	
T16b_01	Student success	Ethnicity	Management targets	Improve student attainment achieving good honours degrees for BME Students	No	2014-15	44.7%	54%	58%	62%	63%	64%	This is a stretching target given our improved understanding and analysis of institutional data. Although we are currently exceeding these targets, the University intends to create an infrastructure to consistently attract a significant cohort of learners from Care.
T16b_02	Access	Care-leavers	Outreach / WP activity (collaborative - please give details in the next column)	Increase number of students enrolling from Care/looked after backgrounds	No	2013-14	41	55	60	65	70	84	
T16b_03	Access	White economically disadvantaged males	Outreach / WP activity (summer schools)	Increase participation of white working class boys in Young Professionals outreach programme	No	2013-14	20	40	50	60	70	75	
T16b_04	Access	Ethnicity	Outreach / WP activity (collaborative - please give details in the next column)	Increase number of applications from BME students through working with partner schools and colleges	No	2013-14	109	200	230	260	290	300	
T16b_05	Access	Attainment raising	Outreach / WP activity (collaborative - please give details in the next column)	Increase number of applications from students undertaking The Progression Module	Yes	2014-15	600	675	700	725	750	775	
T16b_06	Progression	Ethnicity	Management targets	Improve outcomes for BME students reporting whether they are in employment or further study six months after graduation	Yes	2014-15	88.7%	91%	92%	95%	95%	95%	
T16b_07	Multiple	Care-leavers	Outreach / WP activity (collaborative - please give details in the next column)	Working in partnership across the region, Go Higher West Yorkshire will provide bespoke support for young people in public care (aged 5 to 25) through sustained engagement to consider a higher education pathway	Yes	2015-16	116	126	131	136	140	144	Go Higher consortium target
T16b_08	Multiple	Care-leavers	Outreach / WP activity (collaborative - please give details in the next column)	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.	Yes	2013-14	83	89	91	93	95	97	Go Higher consortium target
T16b_09	Access	Low participation neighbourhoods (LPN)	Outreach / WP activity (collaborative - please give details in the next column)	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	Yes	2014-15	47	100	110	120	130	140	Go Higher consortium target
T16b_10	Access	Attainment raising	Outreach / WP activity (other - please give details in the next column)	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	Yes	2016-17	80	125	150	175	200	225	Targets aim to increase pupil participation in a supported intervention project to improve reading age and engagement with the broader curriculum at KS2. Each year reading age will be measured prior to the start of the project and at the end of the project to track progress and evaluate outcomes to inform future years.