Leeds Beckett University

Access and participation plan

2020-21 to 2024-25

1. Assessment of performance

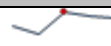Since 2016, to improve the student experience, Leeds Beckett University has:
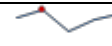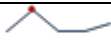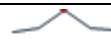
- Formed a recruitment team which has increased the depth and volume of outreach and widening participation activities.
- Introduced an Education Strategy, which is at the heart of the institution's Theory of Change. Its introduction has driven improving attainment rates.
- Expanded our employability services, increasing staffing, growing expertise and introducing initiatives to increase graduate employment.

Our analysis of the Access and Participation (AP) dataset provided by the Office for Students (OfS) shows evidence of improving performance at each stage of the student lifecycle:

- A reducing access gap between students from lower and other socio-economic groups
- Students with disabilities having higher rates of continuation than students with no known disability
- Mature students achieving higher rates of progression into employment than young students

We have identified gaps in outcomes for under-represented groups, which increase where some characteristics intersect. We have also noted findings which may not be statistically significant, but are notable, for example, although the gap in continuation for Care Leavers is not statistically significant, it is consistently around 10% and is included in our aims and objectives.

Key findings

	Significant Gap			
	Access	**Success - Continuation**	**Success - Attainment**	**Progression**
Socio-economic	Significant Negative	Significant Negative	Significant Negative	Significant Negative
LPN	Significant Negative	Significant Negative	Significant Negative	Not Significant Negative
Ethnicity	Significant Negative	Significant Negative	Significant Negative	Significant Negative
Mature	Significant Negative	Not Significant Negative	Not Significant	Significant

			Positive	Positive
Disabled	Significant Negative	Significant Positive	Not Significant Negative	Not Significant Positive
Care leavers	Significant Negative	Not Significant Negative	Not Significant Negative	Not Significant Positive

NB. A positive gap indicates stronger performance for the group compared to its counterpart.

The findings are primarily based on an analysis of the full-time (ft), [1]first degree student population.

We have also analysed our part-time, other UG, and UG with PG cohorts. This has been challenging as each of these groups is relatively small. The University has a small part-time, first degree student population (n180) of which in the region of 25% are languages students. The University announced a review of languages provision in July 2019. The outcome of the review could have a significant impact on our part-time data. The types of qualifications that constitute these populations have also changed over the five-year time-frame, and our analysis shows variable results, year on year. Our HESA PIs and TEF metrics indicate, in general, our part-time continuation is above benchmark for the sector, although we have identified that part-time students from IMG Q1&2 experience gaps in outcomes at each stage of the student journey.

Tables providing an overview of the outcomes for each of these groups are included in section 1.1 below and our plans for these and other groups of students are included in section 2 'Aims and Objectives'.

Research Sources

Research	Informed student lifecycle phases:
HEAT data	Access
OfS Access and Participation data set- examined for gaps of statistical significance and used for intersectional analysis (ft /first degree data from year five not filtered by statistical significance)	Whole lifecycle
TEF data 2018/19 pilot process	Success: Continuation
Alterline University Futures (2018/19 qualitative research into the lived experiences of Black students)	Whole lifecycle
Race Equality Charter research into differential progression by ethnicity	Access
Academic and Pedagogical research undertaken by the University's Centre for Learning and Teaching	Success: continuation and attainment

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[1] First-degree definition: this includes first degrees and enhanced first degrees (including eligibility to practice with a health or social care or veterinary statutory regulatory body), first degrees with Qualified teacher Status/registration with a General Teaching Council, postgraduate Batchelors degree at level 6, first degrees obtained concurrently with a diploma, and intercalated first degrees. (www.hesa.ac.uk)

o Pickford, R. (2018), 'A blueprint for teaching excellence. Journal of Perspectives in Applied Academic Practice', 6 (1). o Pickford, R. (2018), 'An holistic framework for developing excellent academic practice'. Compass: Journal of Learning and Teaching, 11 (2)	
OfS Self-Assessment Evaluation tool	Evaluation and monitoring

HESA Performance Indicators
  o Continuation of Full-time students 2016/17,
  o Continuation of Part-time students 2015/16
	Success: continuation

HESA student data 2015/16 - 2017/18, First degree outcomes	Success: continuation and attainment

Student Union research reports:
  o Alterline Student Pulse Survey (2017/18 and 2018/19) and Being Well, Doing Well (mental health and wellbeing)
  o NSS 2017/18
  o School Forum Action Plans (three meetings every year in each School to provide feedback on NSS topics)
  o Race Equality Charter Survey preparatory work
  o Sport Research – Barriers to Participation
  o Disabled Student Support research
  o Student Demographics research
  o Equality, Diversity and Inclusion Strategy (based on surveys and focus groups 2017/18)
  o Mental Health Framework student consultation
	Success: continuation and attainment

1.1 Higher education participation, household income, or socio-economic status

Access

					Leeds Beckett		SECTOR	
SPLIT TYPE	Split 1	Split 2	Measure Type	Sig. Gap	Year 5	Trend	Sector Year 5	Sector Trend
EnglishIMDQuintile	IMDQ1_2	N/A	INDICATOR		39.2		40.8	
EnglishIMDQuintile	IMDQ3_5	N/A	INDICATOR		60.8		59.2	
EnglishIMDQuintile	IMDQ3_5	IMDQ1_2	GAP	Yes	21.6		18.3	
POLAR4Quintile	POLAR4Q1_2	N/A	INDICATOR		36.1		27.3	
POLAR4Quintile	POLAR4Q3_5	N/A	INDICATOR		63.9		72.7	
POLAR4Quintile	POLAR4Q3_5	POLAR4Q1_2	GAP	Yes	27.8		45.3	

Our analysis shows that the socio-economic status of students impacts student outcomes throughout the student life-cycle.

Using the OfS Key performance measure, the gap in access between Polar4 Q1 and Q5 is not statistically significant. The gap between Polar4 Q1&2 and Q3,4&5, is significant but lower than the sector average (LBU 27.8 compared with sector 45.3) and has reduced.

For part-time first-degree students from Polar4 Q1 and Q5, there is no gap in access.

IMD reveals a statistically significant gap between our ft, first degree population from IMD Q1&2 and those from IMD Q3,4&5 (21.6). The gap is above the sector average (18.3) but is steadily reducing.

The table below shows that part-time, first degree students also exhibit a gap between IMD Q1&2 and Q3-5, which is statistically significant and is increasing. Although this population is small (n165) the gap is higher than the sector.

SPLIT TYPE	Split 1	Split 2	Measure Type	Sig. Gap	Leeds Beckett Year 5	Trend	SECTOR Sector Year 5	Sector Trend
EnglishIMDQuintile	IMDQ1_2	N/A	INDICATOR		29.1		41.9	
EnglishIMDQuintile	IMDQ3_5	N/A	INDICATOR		70.9		58.1	
EnglishIMDQuintile	IMDQ3_5	IMDQ1_2	GAP	Yes	41.8		16.2	

The full-time undergraduate with postgraduate population is small (n40) and the gap between Polar4 Q1 and 5 is not significant, although it increased in year 5 to a negative gap.

There is no statistically significant gap in access between part-time other undergraduate students from Polar4 Q1 and Q5. Many of our Languages students are included in this definition.

Success Continuation

SPLIT TYPE	Split 1	Split 2	Measure Type	Sig. Gap	Leeds Beckett Year 5	Trend	SECTOR Sector Year 5	Sector Trend
EnglishIMDQuintile	IMDQ1	N/A	INDICATOR		85.4		87	
EnglishIMDQuintile	IMDQ5	N/A	INDICATOR		91.5		94.2	
EnglishIMDQuintile	IMDQ5	IMDQ1	GAP	Yes	6.1		7.1	
POLAR4Quintile	POLAR4Q1	N/A	INDICATOR		84		90	
POLAR4Quintile	POLAR4Q5	N/A	INDICATOR		92.3		94.3	
POLAR4Quintile	POLAR4Q5	POLAR4Q1	GAP	Yes	8.3		4.3	

Analysis of the AP data set shows statistically significant differences in continuation rates:

- ft, first degree IMD Q1 and Q5 is 6.1, compared to the sector gap of 7.1.
- Using the OfS KPM, POLAR4 data reveals a continuation gap of 8.3 between Q1 and Q5, compared to the sector 4.3

Our TEF metrics show a more varied outcome by subject, but split metrics reinforce the areas of weakness identified in the AP analysis at subject level. Analysis of intersections in the data show that where cognitive or learning difficulties; Black or Asian; BTEC only qualifications; Low tariff points on entry; FE/State education combine with IMD Q1 the gaps in continuation increase.

Low-tariff IMD Q1&2 students continue at a lower rate than those from the same IMD group but with mid and high tariff. This has been consistent over the past three years and the gap is wider than the gap when comparing IMD Q1&2 with IMD Q3-5 alone.

For part-time other undergraduate students there is a statistically significant gap in continuation between IMD Q1-2 and 3-5. This is a population of 485 and as shown in the table below, continuation has fluctuated. Language students are included in this group. The Polar4 Q1 to Q5 gap is not statistically significant.

SPLIT TYPE	Split 1	Split 2	Measure Type	Sig. Gap	Leeds Beckett Year 5	Trend	SECTOR Sector Year 5	Sector Trend
EnglishIMDQuintile	IMDQ1_2	N/A	INDICATOR		52		62.4	
EnglishIMDQuintile	IMDQ3_5	N/A	INDICATOR		59.6		66.3	
EnglishIMDQuintile	IMDQ3_5	IMDQ1_2	GAP	Yes	7.6		3.9	

The gap in continuation between part-time all undergraduate Polar4 Q 1 and Q5 is not statistically significant and is notably smaller than the sector. (1.5 LBU compared to 6 sector)

Success Attainment

SPLIT TYPE	Split 1	Split 2	Measure Type	Sig. Gap	Leeds Beckett Year 5	Trend	Sector Year 5	Sector Trend
EnglishIMDQuintile	IMDQ1_2	N/A	INDICATOR		63.6		69.6	
EnglishIMDQuintile	IMDQ3_5	N/A	INDICATOR		75.5		81.7	
EnglishIMDQuintile	IMDQ3_5	IMDQ1_2	GAP	Yes	11.9		12.1	
POLAR4Quintile	POLAR4Q1_2	N/A	INDICATOR		67.1		75.5	
POLAR4Quintile	POLAR4Q3_5	N/A	INDICATOR		74		80.7	
POLAR4Quintile	POLAR4Q3_5	POLAR4Q1_2	GAP	Yes	6.9		5.1	

Over the five-year period, attainment for all students has improved. The attainment gap between ft, first degree students IMD Q1&2 compared to Q3,4&5 is less than the sector (LBU 11.9% compared to Sector 12.1%) but remains statistically significant.

For part-time first-degree students there is a statistically significant gap between the attainment of IMD Q1&2 and 3-5 which is greater than the sector but has fluctuated over time, as shown in the table below. The population is small (n60).

SPLIT TYPE	Split 1	Split 2	Measure Type	Sig. Gap	Leeds Beckett Year 5	Trend	Sector Year 5	Sector Trend
EnglishIMDQuintile	IMDQ1_2	N/A	INDICATOR		44.3		45.9	
EnglishIMDQuintile	IMDQ3_5	N/A	INDICATOR		60.6		60.5	
EnglishIMDQuintile	IMDQ3_5	IMDQ1_2	GAP	Yes	16.3		14.6	

Polar4 shows a gap between Q1&2 compared to Q3,4&5 ft students, which has risen over the past five years and is higher than the sector (LBU 6.9% compared to sector 5.1%). Students who classified themselves as 'working class' compared to those who classified themselves as 'professional and managerial' reveal a significant gap over the past four years.

SPLIT TYPE	Split 1	Split 2	Measure Type	Sig. Gap	Year 5	Trend
White Young WorkingClass	Young White WC Females		INDICATOR		77.7	
White Young WorkingClass	Young White WC Male		INDICATOR		62.4	
White Young WorkingClass	Young White WC Females	Young White WC Male	GAP	Yes	15.3	

Gender mitigates the impact of socio-economic background. There is a statistically significant attainment gap between white lower socio-economic females (77.7) compared to males (62.4): this gap is greater than the gender gap in the whole population.

We have also looked at the effect of intersectionality between IMD and other characteristics on attainment. When the following characteristics are combined with IMD Q1, the gap increases: male; cognitive or learning difficulties; FE education; Yorkshire postcode; BTEC or mixed qualifications on entry; high or low tariff on entry.

Progression to employment or further study

SPLIT TYPE	Split 1	Split 2	Measure Type	Sig. Gap	Leeds Beckett Year 5	Trend	Sector Year 5	Sector Trend
EnglishIMDQuintile	IMDQ1	N/A	INDICATOR		51.7		67.7	
EnglishIMDQuintile	IMDQ2345	N/A	INDICATOR		63		72.8	
EnglishIMDQuintile	IMDQ2345	IMDQ1	GAP	Yes	11.2		5	

SPLIT TYPE	Split 1	Split 2	Measure Type	Sig. Gap	Leeds Beckett		SECTOR	
					Year 5	Trend	Sector Year 5	Sector Trend
POLAR4Quintile	POLAR4Q1_2	N/A	INDICATOR		57.9		69.2	
POLAR4Quintile	POLAR4Q3_5	N/A	INDICATOR		60.3		71.6	
POLAR4Quintile	POLAR4Q3_5	POLAR4Q1_2	GAP	No	2.4		2.4	

IMD shows a statistically significant gap in the progression of ft, first degree students from IMD Q1 compared with Q2345. This increased in year five to be higher than the sector. Ft, first degree Polar4 Q1&2 compared to Q3,4&5 shows a gap that has reduced.

For part-time first-degree students the gap between IMD Q1 and Q2345 is statistically significant, has fluctuated strongly and is significantly larger than the sector gap as shown in the table below. However, it relates to small population (n.35)

SPLIT TYPE	Split 1	Split 2	Measure Type	Sig. Gap	Leeds Beckett		SECTOR	
					Year 5	Trend	Sector Year 5	Sector Trend
EnglishIMDQuintile	IMDQ1	N/A	INDICATOR		51.5		69.4	
EnglishIMDQuintile	IMDQ2345	N/A	INDICATOR		76.9		75.9	
EnglishIMDQuintile	IMDQ2345	IMDQ1	GAP	Yes	25.3		6.5	

Intersectionality between IMD and Polar 4 with any one of the following characteristics depresses outcomes further: Black; Asian (a particularly strong negative result); medium to low tariff on entry; BTEC only or mixed qualifications; proximity to home, progression is lower for students from the West Yorkshire area.

1.2 Black, Asian and minority ethnic students

Access

SPLIT TYPE	Split 1	Split 2	Measure Type	Sig. Gap	Leeds Beckett		SECTOR	
					Year 5	Trend	Sector Year 5	Sector Trend
Ethnicity	White	N/A	INDICATOR		79.2		69	
Ethnicity	ABMO	N/A	INDICATOR		20.8		31	
Ethnicity	White	ABMO	GAP	Yes	58.4		38.1	

The access gap between full time, first degree BAME[2] and white students is higher than the sector (LBU 58.4 compared with Sector 38.1) but has been steadily reducing. The gap in access has also reduced between each ethnicity (Black, Asian, Mixed and Other) and white.

For the part-time other undergraduate population (n760) there is a statistically significant gap, which is higher than the sector as shown in the table below.

SPLIT TYPE	Split 1	Split 2	Measure Type	Sig. Gap	Leeds Beckett		SECTOR	
					Year 5	Trend	Sector Year 5	Sector Trend
Ethnicity	White	N/A	INDICATOR		87.7		85.2	
Ethnicity	ABMO	N/A	INDICATOR		12.3		14.8	
Ethnicity	White	ABMO	GAP	Yes	75.5		70.4	

Intersections (Year 5, ft, first degree students, only) between different under-represented characteristics reveals a more nuanced picture:

- The over representation of mature black students and under-representation of young black students.

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[2] While the University uses the term BAME for the community of Black, Asian and Minority Ethnic students, the term ABMO was used in the AP Data set. In this document, the two terms are used interchangeably.

- A higher proportion of the black community are from lower socio -economic groups (IMD Q1, and POLAR4 Q1&2)
- Black students are twice as likely to be from the Leeds than their white counterparts and
- Black students are more likely to enter the University with BTEC qualifications only. Students with only BTEC qualifications have lower attainment rates.

Asian students are more likely to come from IMD Q1 or self-identify as 'working-class' than their white counterparts. They are also more likely to come from state schools, have low tariffs and present with BTEC only qualifications.

As in other phases of the student lifecycle, gaps between mixed-race and white students are consistently smaller. Mixed race students are slightly more likely to come from lower-socio-economic groups, attend a sixth form college, have low tariff at entry or BTEC only qualifications and slightly less likely to have a disability.

Success Non-continuation

SPLIT TYPE	Split 1	Split 2	Measure Type	Sig. Gap	Leeds Beckett Year 5	Trend	SECTOR Sector Year 5	Sector Trend
Ethnicity	White	N/A	INDICATOR		88		91.9	
Ethnicity	ABMO	N/A	INDICATOR		88.3		89	
Ethnicity	White	ABMO	GAP	No	-0.2		3	

There are no significant differences in the continuation rates of ft, first degree white students compared to any group of BAME students. Any gaps have decreased over the five-year period (apart from mixed race students). For BAME, Asian, Black and Other students, the gap is now positive, with these students continuing at a slightly higher rate than white. Intersectional results (ft, first degree students, year five) suggest that, for Asian students, the following characteristics increase the gap in continuation: Male (also reduces outcomes for Black students); BTEC-only qualifications on entry; IMD Q1.

Asian students have lower continuation rates than their white counterparts irrespective of their entry tariff. Although Black mature students appear to have a lower continuation rate than white, their continuation rate remains higher than all young students.

There is a statistically significant gap in continuation between black and white part-time other undergraduate students as shown in the table below. This is from a population of 45 students and has fluctuated over time. In year 5 the gap was at its highest and higher than the sector gap.

SPLIT TYPE	Split 1	Split 2	Measure Type	Sig. Gap	Leeds Beckett Year 5	Trend	SECTOR Sector Year 5	Sector Trend
Ethnicity	White	N/A	INDICATOR		57.4		66.4	
Ethnicity	Black	N/A	INDICATOR		41.3		53.1	
Ethnicity	White	Black	GAP	Yes	16.1		13.4	

Success Attainment

SPLIT TYPE	Split 1	Split 2	Measure Type	Sig. Gap	Leeds Beckett Year 5	Trend	SECTOR Sector Year 5	Sector Trend
Ethnicity	White	N/A	INDICATOR		74.4		81.3	
Ethnicity	ABMO	N/A	INDICATOR		58.6		67.6	
Ethnicity	Black	N/A	INDICATOR		43.7		58.1	
Ethnicity	Asian	N/A	INDICATOR		56.9		70.5	
Ethnicity	White	ABMO	GAP	Yes	15.9		13.7	
Ethnicity	White	Black	GAP	Yes	30.7		23.2	
Ethnicity	White	Asian	GAP	Yes	17.5		10.8	

Generally, attainment is increasing. There are statistically significant gaps in the attainment rates of BAME students which is higher than the sector average (LBU15.9 compared with Sector 13.7). There is a statistically significant attainment gap between ft, first-degree Asian students compared to white, which is greater than the sector gap (LBU 17.5 compared to 10.8 sector) but is reducing. There is an increasing attainment gap between Black and white students which is larger than the sector gap (LBU 30.7 compared to sector 23.2).

When BAME and white students enter with a high or mid tariff, the attainment of BAME students is lower than white students. There is also a difference in attainment between white and BAME students who enter university with low tariffs, but this gap is smaller.

There is a small population of part-time first-degree BAME students: n30. However, there is a statistically significant gap in attainment between these students and white students that has been consistently high and is greater than the sector gap.

SPLIT TYPE	Split 1	Split 2	Measure Type	Sig. Gap	Leeds Beckett Year 5	Trend	SECTOR Sector Year 5	Sector Trend
Ethnicity	White	N/A	INDICATOR		61.4		61.4	
Ethnicity	ABMO	N/A	INDICATOR		25		33.3	
Ethnicity	White	ABMO	GAP	Yes	36.4		28.1	

Progression to employment or further study

SPLIT TYPE	Split 1	Split 2	Measure Type	Sig. Gap	Leeds Beckett Year 5	Trend	SECTOR Sector Year 5	Sector Trend
Ethnicity	White	N/A	INDICATOR		62.4		73.2	
Ethnicity	ABMO	N/A	INDICATOR		53.6		67.9	
Ethnicity	Asian	N/A	INDICATOR		51.6		67.4	
Ethnicity	White	ABMO	GAP	Yes	8.8		5.3	
Ethnicity	White	Asian	GAP	Yes	10.8		5.8	

There are statistically significant gaps in the progression of ft, first degree BAME students compared to white. For BAME students, the gap has reduced since year one, but remains above the sector average (LBU 8.8 compared with Sector 5.3). Considering each ethnicity separately, the largest consistent gap in progression is between Asian and white students. However, this gap is reducing. For Black ft students, the only statistically significant gap is in year three of the data and has subsequently reduced.

SPLIT TYPE	Split 1	Split 2	Measure Type	Sig. Gap	Leeds Beckett Year 5	Trend	SECTOR Sector Year 5	Sector Trend
Ethnicity	White	N/A	INDICATOR		77.8		76	
Ethnicity	ABMO	N/A	INDICATOR		44		66.8	
Ethnicity	White	ABMO	GAP	Yes	33.8		9.2	

For part-time first-degree students (n25) there is a statistically significant gap in progression between BAME students and white students that has been consistently high.

1.3 Mature students

Access

SPLIT TYPE	Split 1	Split 2	Measure Type	Sig. Gap	Leeds Beckett Year 5	Trend	SECTOR Sector Year 5	Sector Trend
AgeOnCommencement	Young_Under21	N/A	INDICATOR		86.9		76.5	
AgeOnCommencement	Mature_Age21andOver	N/A	INDICATOR		13.1		23.5	
AgeOnCommencement	Young_Under21	Mature_Age21andOver	GAP	Yes	73.8		53	

Mature students are under-represented among our ft, first degree community. This gap has reduced in year five but is higher than the sector.

Success Non-continuation

SPLIT TYPE	Split 1	Split 2	Measure Type	Sig. Gap	Leeds Beckett Year 5	Trend	Sector Year 5	Sector Trend
AgeOnCommencement	Young_Under21	N/A	INDICATOR		88.3		92.6	
AgeOnCommencement	Mature_Age21andOver	N/A	INDICATOR		86.1		85.5	
AgeOnCommencement	Young_Under21	Mature_Age21andOver	GAP	No	2.2		7	

There is no statistically significant continuation gap between mature and young ft, first degree students.

However, there is a statistically significant gap in continuation between part-time other mature students and their younger peers. Although this dipped in year 3 of data, it has increased in year five to above the sector gap, as shown in the table below:

SPLIT TYPE	Split 1	Split 2	Measure Type	Sig. Gap	Leeds Beckett Year 5	Trend	Sector Year 5	Sector Trend
AgeOnCommencement	Young_Under21	N/A	INDICATOR		83.9		80.5	
AgeOnCommencement	Mature_Age21andOver	N/A	INDICATOR		49.9		61.4	
AgeOnCommencement	Young_Under21	Mature_Age21andOver	GAP	Yes	34		19.2	

Success Attainment

SPLIT TYPE	Split 1	Split 2	Measure Type	Sig. Gap	Leeds Beckett Year 5	Trend	Sector Year 5	Sector Trend
AgeOnCommencement	Young_Under21	N/A	INDICATOR		71.7		79.3	
AgeOnCommencement	Mature_Age21andOver	N/A	INDICATOR		72		69.8	
AgeOnCommencement	Young_Under21	Mature_Age21andOver	GAP	No	-0.3		9.5	

There are no statistically significant gaps between mature and young ft, first-degree students. In the last two years, the gap indicates that mature students attain better than their younger peers. There is a gap in the attainment of Black and Asian mature students compared to their young counterparts, in favour of the younger students. This may be affected by subject choice and requires further examination.

Progression to employment or further study

SPLIT TYPE	Split 1	Split 2	Measure Type	Sig. Gap	Leeds Beckett Year 5	Trend	Sector Year 5	Sector Trend
AgeOnCommencement	Young_Under21	N/A	INDICATOR		59.2		71	
AgeOnCommencement	Mature_Age21andOver	N/A	INDICATOR				75.8	
AgeOnCommencement	Young_Under21	Mature_Age21andOver	GAP	N/A			-4.9	

Year 5 progression rates do not reach the publishable threshold for mature students. In years one to four the gap increased, with mature students progressing better than young students.

1.4 Disabled students

Access

SPLIT TYPE	Split 1	Split 2	Measure Type	Sig. Gap	Leeds Beckett Year 5	Trend	Sector Year 5	Sector Trend
Disability	NoKnownDisability	N/A	INDICATOR		87.4		85.2	
Disability	Disabled	N/A	INDICATOR		12.6		14.8	
Disability	NoKnownDisability	Disabled	GAP	Yes	74.9		70.4	
DisabilityType	SocialAndCommunication	N/A	INDICATOR		0.6		0.8	
DisabilityType	NoKnownDisabilityType	N/A	INDICATOR		87.4		85.2	
DisabilityType	NoKnownDisabilityType	SocialAndCommunication	GAP	Yes	86.9		84.5	

Analysis of our ft, first-degree population shows a statistically significant gap in access between students with a disability and those without. This gap remains higher than the sector (74.9 and 70.4) but is reducing.

Comparing different disability types, the largest gap in access is between social and communication disabilities and no known disability. This has reduced from 91.5 in year one to 86.9 compared to the sector average of 84.5. For other disability types, gaps are also reducing:

For part-time all undergraduate students (n. 965) there is a statistically significant gap in access that is greater than the sector gap in Year 5, following a number of years during which the gap reduced.

SPLIT TYPE	Split 1	Split 2	Measure Type	Sig. Gap	Leeds Beckett Year 5	Trend	Sector Year 5	Sector Trend
Disability	NoKnownDisability	N/A	INDICATOR		90.8		85.2	
Disability	Disabled	N/A	INDICATOR		9.2		14.8	
Disability	NoKnownDisability	Disabled	GAP	Yes	81.5		70.4	

Success non-continuation

SPLIT TYPE	Split 1	Split 2	Measure Type	Sig. Gap	Leeds Beckett Year 5	Trend	Sector Year 5	Sector Trend
Disability	NoKnownDisability	N/A	INDICATOR		87.7		91.1	
Disability	Disabled	N/A	INDICATOR		90.8		90.3	
Disability	NoKnownDisability	Disabled	GAP	Yes	-3.1		0.8	

In three of the last five years, including the most recent year, ft students with disabilities have a significantly higher continuation rate than students with no known disability.

Success Attainment

SPLIT TYPE	Split 1	Split 2	Measure Type	Sig. Gap	Leeds Beckett Year 5	Trend	Sector Year 5	Sector Trend
Disability	NoKnownDisability	N/A	INDICATOR		72.1		77.8	
Disability	Disabled	N/A	INDICATOR		69.1		75.2	
Disability	NoKnownDisability	Disabled	GAP	No	3		2.6	

Over the five-year period, there are no statistically significant gaps in attainment between ft students with a disability and students with no known disability.

In addition, for part-time first-degree students with a disability compared to those with no known disability the attainment gap is not statistically significant. However, it is greater than the sector gap having fallen in the first few years of the data:

| SPLIT TYPE | Split 1 | Split 2 | Measure Type | Sig. Gap | Leeds Beckett | | SECTOR | |
					Year 5	Trend	Sector Year 5	Sector Trend
Disability	NoKnownDisability	N/A	INDICATOR		57.5		55.3	
Disability	Disabled	N/A	INDICATOR		48.1		51	
Disability	NoKnownDisability	Disabled	GAP	No	9.4		4.4	

Progression to employment or further study

| SPLIT TYPE | Split 1 | Split 2 | Measure Type | Sig. Gap | Leeds Beckett | | SECTOR | |
					Year 5	Trend	Sector Year 5	Sector Trend
Disability	NoKnownDisability	N/A	INDICATOR		60.7		72.1	
Disability	Disabled	N/A	INDICATOR		62		70.9	
Disability	NoKnownDisability	Disabled	GAP	No	-1.3		1.3	

There are no statistically significant gaps in progression between students with or without a disability over the past four years. In the first and the most recent years, the gap has been positive in favour of the students with disabilities.

1.5 Care leavers

Given the small populations, it is difficult to derive statistically significant results from the data. We will consider other forms of analysis for this and other small groups of students.

Access

SPLIT TYPE	Split 1	Split 2	Measure Type	Sig. Gap	Year 5	Trend	Year 5 Num	Year 5 Den
Care Leavers	Care Leaver		INDICATOR		0.8		41	5349
Care Leavers	Not a Care Leaver		INDICATOR		99.2		5308	5349
Care Leavers	Care Leaver	Not a Care Leaver	GAP	Yes	-98.5			

Care-leavers account for 0.8% of LBU entrants. The data shows a static gap over five years, with a slight reduction in year five as intake increased from 29 to 41 students.

Success Non-continuation

SPLIT TYPE	Split 1	Split 2	Measure Type	Sig. Gap	Year 5	Trend
Care Leavers	Care Leaver		INDICATOR		75.9	
Care Leavers	Not a Care Leaver		INDICATOR		84.2	
Care Leavers	Care Leaver	Not a Care Leaver	GAP	No	-8.3	

The results are not statistically significant but suggest care-leavers have a lower continuation rate than students who are not care-leavers in each of the three most recent years.

Success Attainment

SPLIT TYPE	Split 1	Split 2	Measure Type	Sig. Gap	Year 5	Trend
Care Leavers	Care Leaver		INDICATOR		52.9	
Care Leavers	Not a Care Leaver		INDICATOR		71.8	
Care Leavers	Care Leaver	Not a Care Leaver	GAP	No	-18.9	

The results are not statistically significant but suggest care-leavers have a lower attainment rate.

Progression

SPLIT TYPE	Split 1	Split 2	Measure Type	Sig. Gap	Year 5	Trend
Care Leavers	Care Leaver		INDICATOR		72.7	
Care Leavers	Not a Care Leaver		INDICATOR		60.8	
Care Leavers	Care Leaver	Not a Care Leaver	GAP	No	11.9	

The results are not significant but suggest that care-leavers have a slightly higher rate of progression.

1.6 Intersections of disadvantage

Intersections between under-represented characteristics appear to increase gaps in outcomes. We have noted that:

- The impact of tariff, type of qualifications and type of school/college prior to enrolment for each of the under-represented characteristics. Initial analysis suggests that, when low tariff and/or non 'A level' or mixed qualifications and/or attendance at an FE college, intersects with any of the other under-represented characteristics they tend to depress outcomes, further. We will develop support activities to improve outcomes in these cases.
- Locality appears to impact outcomes. We believe that this is associated with commuting students which can reduce engagement. Further research will uncover underlying issues and inform support activities.
- Outcomes for females, irrespective of other under-represented characteristics, are better than for males. We will analyse the impact of subject choice and pedagogic style to ensure that all students, whatever their gender are able to succeed
- We have identified differential outcomes depending on subject choice at A Level/BTEC, and/or the subjects chosen at University. We believe that both the specific requirements of some degree courses (e.g. specific A level subjects, or selective interview) might increase under-representation.

We have also considered how the outcomes from one stage of the student lifecycle can impact others, but this needs further analysis to inform our whole provider approach: our research with black students suggests that increasing the size of the black community (access) would improve a student's sense of belonging and could improve continuation and attainment within this group.

As outlined below (2.1) further analysis will be undertaken in 2019/20 using the AP dataset, complemented with qualitative research with relevant groups of students to understand the inter-relationship between different characteristics. Action plans can be developed in 2020/21 and piloted before full implementation from 2021/22.

1.7 Other groups who experience barriers in higher education

The University already provides support for students with caring responsibilities. Carers, Care-leavers and students estranged from their families are prioritised in our financial support programmes. We also provide access to year-round accommodation contracts for care-leavers and students estranged from their families. We will continue to work with these groups to identify services and support to enhance their success and progression. Students estranged from their families and care-leavers are a priority for the regional consortium, Go Higher West Yorkshire (GHWY) to which the University is committed for the life of this plan.

The University will continue to work with GHWY and the NCOP scheme to develop knowledge and awareness of the benefits of higher education in the Gypsy, Roma and Traveller communities. The number of pupils from these communities is small across our region and we believe that they are best supported through the work of the consortium.

Refugees and Asylum seekers can access the University's Community Learning course that provides a route to formal degree study. The course is available to all hard-to-reach and marginalised communities. The first student to continue to degree study from this group graduates this year.

The University will not be prioritising children from military families, given that there are no military bases in Leeds. However, we anticipate that our other initiatives that focus on other characteristics (socio-economic, in particular) will benefit children from military families who might apply to the University from outside our immediate region.

2. Strategic aims and objectives

Students from lower-socio-economic groups are disadvantaged throughout the student life-cycle. Where this characteristic intersects with others, student outcomes are depressed. Over 2019/20 we will analyse the causal links between different characteristics.

2.1 Target groups

Access

The University will target the following groups:

- Students from lower socio-economic groups. Although the gap in outcome for this characteristic (by POLAR 4) is lower than the sector for ft first-degree students, there is a high correlation between BAME and lower socio-economic characteristics. We will target both IMD Q1&2 and Polar4 Q1&2, with a focus on white economically disadvantaged males;
- Students from BAME communities, particularly students from Black and Asian communities;
- Mature students, particularly those from lower socio-economic groups;
- Students with disabilities.

Continuation

Building on our work in supporting continuation, as a result of TEF analysis, we are committed to increasing continuation for all students, as expressed in our Education Strategy (Theory of Change). Consistent with OfS KPM2, the following ft, first degree students will be targeted:

- Students from lower-socio-economic groups (specifically Polar4 Q1, and IMD Q1&2)
- Students from lower socio-economic groups where there is an intersection with BAME, particularly Asian and Male.
- Care-leavers

Attainment

Understanding how to improve continuation and therefore, enhance attainment is a priority. Consistent with OfS KPM 3, the University will focus on reducing the gap between the following ft, first degree students:

- BAME, and particularly Black or Asian
- Lower-socio-economic groups (IMD Q1%2), particularly male.
- Care-leavers

Attainment of students with disabilities is higher than for those with no known disability but, given our target to recruit more students with disabilities, we will continue to monitor their performance to ensure that increasing the size of the population does not reduce their continuation or attainment. (OfS KPM 4)

Progression

We share the sector's commitment to improve progression to graduate jobs for all students and will prioritise the following groups:

- BAME students, particularly Black and Asian lower socio-economic groups;
- Students from low income households (as indicated in TEF data analysis).

The table below uses TEF ft, undergraduate data summed across three years. It shows absolute gaps, expressed as the number of students below the comparison group benchmark. It includes the University's full range of progression measures.

APP Population impact	Black comp White			Asian comp White			IMD Q1&2 comp Q3,4,5		
	population	%ge gap	Students Impacted	population	%ge gap	Students Impacted	population	%ge gap	Students Impacted
Highly Skilled	188	2.2	4	379	11.1	42	1580	6	95
Sustained Employment	202	7.8	16	721	3.8	27	3184	1.5	48
Median Salary	108	12	13	299	9.5	28	1362	9.1	123

Part-time students

We have identified statistically-significant gaps in outcomes for groups of part-time students. Again, socio-economic status correlates with negative gaps at each stage of the student journey:

- Access
    - Part-time first-degree students from IMD 1&2
    - Part-time other undergraduate BAME
    - Part-time all undergraduate students with a disability
- Success-continuation
    - Part-time other undergraduate from IMD Q1&2
    - Part-time other undergraduate black students
    - Part-time other mature
- Success – attainment
    - Part-time first-degree from IMD Q1&2
    - Part-time first-degree BAME
    - Part-time first-degree students with a disability (not statistically significant, but notable)
- Progression
    - Part-time first-degree students from IMD Q1
    - Part-time first-degree BAME

These communities of students are engaged on a wide variety of course types. Course type may be significant in some of these findings. In addition, the review of Languages provision may affect the part-time other undergraduate population. For these reasons, further analysis is required to understand the different groups of students within the part-time category, so that potential issues can be identified and the solutions to improve part-time outcomes defined.

Dean of the Business School began a review of current part-time delivery at Easter 2019 which will report at the end of 2019- identifying subjects, delivery modes and qualifications that are attractive to part-time markets.

Analysis of all groups of part-time students will begin in 2019/20 to inform the development of an action plan from 2020/21 and targets from 2021/22.

Emerging issues

As mentioned above in 1.6, our initial analysis of the AP dataset has identified groups of students for whom, where characteristics intersect, gaps in outcomes appear to increase. In 2019/20 we will undertake further analysis of the AP data set in particular, prioritising these groups, in order to develop specific action plans in 2020/21, for implementation in 2021/22 and beyond. At present these groups include:

- Prior educational experience: attainment, mix of qualifications and type of secondary education, when combined with any other under-represented characteristic appears to increase gaps.   Analysis and research to understand the impact of these combinations will inform the continued development of our Theory of Change – and inform our pedagogic development themes of inclusivity in 2019/20 and continuation in 2020/21.
- We have also noted a contradictory outcome for mature students with few or no prior qualifications. Their continuation and attainment are better than younger students with moderately higher grades on entry. Understanding the impact of the experience that mature students are bringing to their university experience will inform the development of criteria in our contextual admissions process that will be introduced in 2019/20.
- We will examine the relationship between a local postcode and the incidence of other under-represented characteristics and commuting in 2019/20. The SU are reviewing the services that they provide, and the University is reviewing the timetable to improve the outcomes for those students who commute for changes to be implemented in 2021/22.

In each of these cases further data analysis will be enhanced with qualitative research with students who are representative of these communities.

2.2 Aims and objectives

Access targets

Our analysis shows that the University is making progress towards eliminating gaps in access. Consistent with OfS guidance, we have applied targets for continuous improvement. The University's population is already representative of the local IMD population profile. However, there is a high correlation between BAME characteristics and IMD 1&2 characteristics in our data. UCAS data does not provide ethnicity indicators, so, by targeting increases in lower socio-economic entrants, the University will also seek to increase BAME representation. Therefore, targets for socio-economic and BAME representation are:

- Polar4 – deliver a university intake that is representative of the population by 2029.
- IMD – achieve target population of 45% within 10 years.
- BAME – achieve target population of 28% within 10 years.
- All of these targets will be achieved using a weighted approach allowing the University to build on stronger performance across the 2020/30 period.

For Mature student representation we aim to close the gap by 2030.

- Mature – achieve target population of 20% by 2030.

The data reveals a gap in access for students with disabilities. We will develop targeted activities for these students with the Student's Union.

- Students with Disabilities – achieve a target population of 14.6 by 2025.

The table below summarises how these gaps will be closed:

Target area	2030 Participation Target (%)	Intake year % until 2025							
		17/18 baseline			20/21	21/22	22/23	23/24	24/25
Mature Students	20	73.8			72.2	71.7	71.2	70.6	70.1
BAME	35	58.4			56.6	56.0	54.6	53.2	51.9
IMD	45	21.6			21	20.8	20.5	20.2	20
Polar4	20	7.2			6.7	6.5	6.3	6	5.6
Disabled	14.6	74.9			74.7	74.3	74	73.6	73.3

Success - Continuation

We aim to increase continuation for all students. Our current HESA continuation rate outcomes for ft undergraduate degree entrants is 88.1% (HESA benchmark 90.9%) and has improved on the previous year. The targets to reduce these gaps are:

- POLAR4 Q1 to Q5 from 2021/22 – 6.3% improvement by the end of 2024/25 to 2% points gap;
- IMD Q1 to Q5 from 2022/23 – 6.1% improvement by the end of 2024/25 to 0% points gap (and maintain).

Group	Gap	Baseline	Milestones				
		2016-17	2020-21	2021-22	2022-23	2023-24	2024-25
POLAR4	Q1 vs Q5	8.3	7.3	6	4	3	2
IMD	Q1 vs Q5	6.1	5	4	3	2	0

Success Attainment

Our most ambitious targets are to close gaps in attainment for ft, first degree under-represented groups, particularly BAME. Namely, to reduce the difference in degree attainment (1st and 2:1) between:

- POLAR4 Q3-5 and Q1&2: reduce the gap by 2024/25 to 1.9%
- IMD Quintiles 3-5 and Q1&2: reduce the gap by 2024/25 to 5.5%
- White and Asian students: reduce the gap by 2024/25 to 5%
- White and black students: reduce the gap by 2023/24 to 9%
- White and BAME students: reduce the gap by 2024/25 to 5%

Group	Gap	Baseline	Milestones				
		2017-18	2020-21	2021-22	2022-23	2023-24	2024-25
POLAR4	Q1/2 vs Q3-5	6.9	6.4	5.9	4.9	2.9	1.9
IMD	Q1/2 vs Q3-5	11.9	11	10.5	9.5	7.5	5.5
Ethnicity	Asian vs White	17.5	15	13	11	8	5
Ethnicity	Black vs White	30.7	23	20	16	13	9
Ethnicity	BAME vs White	15.9	12.4	11.4	10	8	5

Consistent with the OfS, we aim to eliminate any remaining gaps in continuation and attainment by 2030.

We are also including two targets to close the unexplained gaps that we have identified for BAME students with either high or mid tariff on entry in comparison to white students with the same tariff on entry. This extends our success targets beyond the eight per section enabled in the 'Targets and investment spreadsheet but we believe that these are important issues to address. Research will be undertaken in 2019/20 to refine our understanding of the issues and the subject areas where this is most prevalent so that action can be taken in year to reduce this gap. Further research and monitoring is required in 2020/21, (following a year of operation of the contextual admissions system) to assess the

impact of these actions in year and to extend these to all areas of the University from 2020/21. This is an area that will be under annual review in the annual monitoring and enhanced monitoring meetings.

Further research is also required in 2019/20 and 2020/21 into the outcome gaps for students with low tariff on entry to understand what additional support or interventions may be needed. This research would inform the development of targets for 2021/22 onwards.

Group	Gap	Tariff on entry	Baseline			Milestones		
			2017-18	2020-21	2021-22	2022-23	2023-24	2024-25
Ethnicity	BAME v White	High	11.8	10	8	5.5	3	0
Ethnicity	BAME v white	Medium	15.9	15	13	11	9	7

Progression targets

Highly skilled employment

The University's target is to raise the highly skilled employability rates of all students by 2% per annum. Our TEF data shows a 6% gap between students from IMD Q1&2 and Q3-5. We aim to close this gap by the end of academic year 2024/25:

At present BAME students comprise 17% of our student population. Our research shows a progression gap to highly skilled employment for these students which is most pronounced for Asian students. To close this gap, we need to achieve an incremental improvement in progression above the 2% rate for our Black and Asian students.

A summary of our objectives is provided below:

Group	Baseline	Milestones				
	17/18	20/21	21/22	22/23	23/24	24/25
BAME: Black	4.6	3	1.5	0	0	0
BAME: Asian	10.8	7	3.5	0	0	0
IMD Q1&2	7.3	6	4.5	3	1.5	0

Interim progress between 2021 and 2025 will be evaluated by:

- The annual Graduate Outcomes survey (surveyed in 2024 and reported in 2025)
- Quantitative evaluation into participation rates of Black and Asian students on employability programmes

3. Strategic measures

Our research findings and consultation with students have identified three types of activity to address under-representation.

- Systemic activities across the whole the student lifecycle;
- Discrete activities to address particular issues in specific phases of the student lifecycle;
- Collaborative initiatives with the Students' Union to increase student belonging.

3.1 Whole provider strategic approach

Overview

In our student population, ethnicity and/or lower-socio-economic characteristics usually coincide with low tariff on entry and/or BTEC/mixed qualifications on entry. These combinations can increase non-

continuation, reducing attainment and progression to graduate employment. As discussed in our APP 2019/20, our Education Strategy has three interwoven aims to address these issues and is our 'Theory of Change'.

- The Learning Pathway: increasing students' academic knowledge.
- The Student Support Framework: strengthening learning behaviours and increasing a sense of community and belonging;
- Regulatory review: addressing bureaucratic barriers/practices that disadvantage any group of students.

This strategy addresses the challenges faced by under-represented students; addresses lower attainment prior to university; supports the development of learning behaviours and inclusive teaching; and helps those students who may feel 'other' (a term used by our BAME ambassadors) to find the group, community or student society where they can feel supported.

Having established the organisational structure to deliver our Education Strategy, we will now deliver the following systemic initiatives:

- Increase learner analytics (engagement monitoring), data analysis and evaluation expertise (through 2019/20 and 2020/21);
- Enhance personalisation of communications to students to direct them to relevant support (pilot in 2019/20 for roll out in 2020/21);
- Introduce interim data reports to 'flag' emerging issues; (to be developed in 2019/20, piloted in 2020/21 for full roll out in 2021/22)
- Enhance our governance processes so that local accountability and institutional oversight of progress against our APP priorities are aligned (delivery in 2019/20);
- Develop a collaborative delivery model with the SU to address the non-academic needs of under-represented communities (for development in 2019/20, pilot in 2020/21 and further development from 2021/22).

We will also focus on activities that bridge points of transition, where the risk to student enrolment, continuation, attainment and progression increases.

We have commited to further research in 2019/20 to understand in more detail the issues that may be depressing outcomes for part-time students across the student lifecycle. However, in the meantime, as we develop and roll out of the activities described in 'strategic measures', below, we will pay particular attention to ensuring that these activities are extended to all relevant students, including part-time students, from 2019/20 onwards.

The diagram below represents our analytical approach across each phase of the student lifecycle.
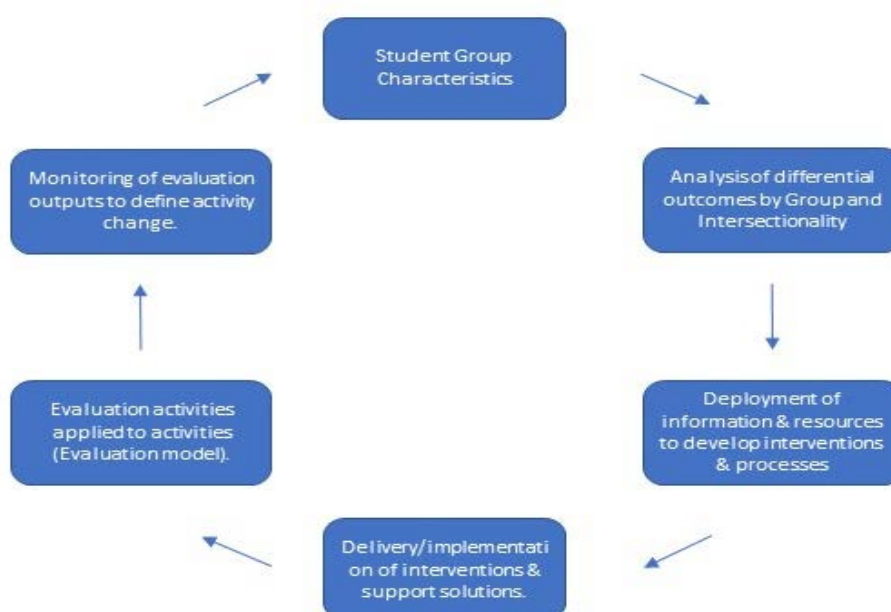
The University is a member of Go Higher West Yorkshire (GHWY) which provides information and support to under-represented groups on the benefits of and routes to higher education where they are and when they want it. The project combines research evaluation and long-term engagement with providers, schools, individuals and communities. We are an NCOP partner, employing an NCOP officer and playing an active role in the governance of the programme.

Alignment with other institutional strategies

Education Strategy: our analysis confirms the impact of our Education Strategy on student progression, satisfaction and employment, and our structured framework of support. Alignment between the strategy and APP initiatives will ensure that our Theory of Change is fully embedded throughout the student life-cycle. This Theory of Change enhances our core academic delivery and strengthens the relationship between the APP and Subject TEF.

Equality, Diversity and Inclusion: the APP has been discussed by the University's Equality and Diversity Committee. This group will continue to discuss and disseminate our APP targets at all levels of the University. This will also support our work on the Race Equality Charter submission, aligning APP outcomes and REC action plans.

Estates Plan: this includes the 'Homes for Schools' initiative that co-locates all activities for students in a single location according to academic course. This will grow a sense of community, which the Alterline study and SU feedback suggests improves the student experience. We are improving our physical spaces for students with disabilities and have invested in *DisabledGo* to improve campus accessibility for students.

Admissions Policy: this is reviewed annually by the Academic Board to ensure that it facilitates fair and open admissions. It was amended in 2019 to include a contextual admissions framework and includes guidelines on interview and other admissions processes to guard against practices that might disadvantage under-represented groups. The Access and Participation Strategic Committee (APSC) will review the Admissions Policy as well as data from the 'admissions funnel' - applicants, offers, Clearing entrants, enrolled students – to monitor progress against APP targets.

Widening Participation Plan: this is entirely based on our APP commitments and those of the GHWY regional consortium. The APSC will monitor: the annual access targets; our progress towards longer-term goals; and oversee our relationships and partnerships with schools and colleges.

Employability Plan: this combines analysis of student progression outcomes with a 'whole student lifecycle' approach to employability interventions. It also uses comparative data to highlight 'at risk' groups by characteristic and area of study to develop targeted interventions which align with the APP.

Strategic measures

Access

In our APP 19/20 we said *'The principal focus for our Access work will be in low participation neighbourhoods, focussing on achieving or exceeding our locally adjusted benchmarks, in particular with mature, white economically deprived males, care-leavers and students from BAME communities'.*

The University prioritises access activity into areas with large BAME populations and over the course of 2018/19 we have recruited more student ambassadors from BAME communities to participate in these activities. However, we have recognised the need to develop a new data model for evaluation and monitoring our access activity to inform our longer-term strategy for all under-represented groups, including BAME. As with other forms of evaluation this will be developed over 2019/20 for implementation in 2020/21.

Over 2018/19 we have used admissions data to analyse the characteristics of the mature learner population and this has enabled us to refine the nature of our marketing to this group, working closely with our Schools and College partners. We have also analysed the intersection between age and tariff

and our findings will inform the development of the criteria for our contextual admissions strategy, referred to below.

The University has continued to use and analyse HEAT data in the development of access activities, however, its use is limited by GDPR compliance and it would be very helpful if the OfS could endorse its use to alleviate these limitations.

We also committed to piloting a compact scheme with two schools or colleges. While only one FE College participated, the pilot has run in 2018/19 and we will review the outcomes of the scheme in early 2019/20. We have not committed to this project further as we believe that the contextual admissions programme may be more effective in achieving the APP targets.

We committed to providing a choice of study routes for students in the APP 2019/20. Our provision of Degree Apprenticeships and Foundation programmes has increased over the course of 2018/19 and are projected to continue to increase further through 2019/20. In 2019/20 and 2020/21 we will examine the interrelationship between these programmes of study and the contextual admissions scheme in our progress against our APP access targets.

We remain committed to the inclusive recruitment of students with disabilities. Discussions with the Student's Union in 2018/19 and their research report have proposed bespoke recruitment events for students with disabilities which we will develop and pilot in 2019/20 for implementation from 2020/21.

The development of the Multi-academy Trust has been delayed in 2018/19 but was approved at the Board of Governors meeting in July 2019. Development will commence over the 2019/20 period, with specific access projects being formulated in 2021/22. However, the University already has strong relations in the Bradford area where Bingley Grammar, the core school, is situated. We will continue to work with Bingley throughout the development phase.

Analysis of part-time learners has not progressed in 2018/19. However, the Dean of the Leeds Business School is currently leading a working group to review our current part-time provision to assess how this may be developed in the future. This working group will report in Winter 2019/20, with plans to refine our part-time offer by 2021/22.

On this basis, our commitments to address our access targets for 2020-25 are:

- We will develop the new data and evaluation model over the course of 2019/20 for implementation in 2020/21 (with a review in 2021/22)
- We will continue to use HEAT to analyse the longitudinal impact of our access work
- In 2019/20 we will review the impact of our compact scheme on under-represented communities of students
- We will continue to develop additional routes to study, promoting Degree Apprenticeships and Foundation years, analysing their impact on under-represented communities in 2019/20
- We will develop pilot bespoke recruitment events in 2019/20 for wider implementation in 2020/21
- We will introduce a contextual admissions framework to increase the representation of students from lower-socio-economic groups, BAME communities, students with disabilities and mature students. Although applications to the University are proportionate with our diverse regional population, data shows that disparities occur at the offer-making stage. Our contextual admissions framework, together with the introduction of unconscious bias training for all relevant staff will address this. The contextual admissions process is being developed for implementation from September 2019. It will be reviewed at the start of 2020/21 and refined for the 2020/21 cycle.
- Unconscious bias training for admissions staff and all school staff engaged in admissions selection process will be introduced in 2019/20. All staff will be trained by the end of 2020/21 and a review period agreed (so that staff can be updated regularly).
- We will analyse the impact of different forms of admissions practice in 2019/20 (interviews, portfolios and requirements for specific qualifications) to understand the impact of these practices on the profile of the enrolling student population. Our findings will inform the next iteration of our contextual admissions and wider admissions process for 2020/21.

- Given that evidence shows that under-represented students receive fewer offers because their preceding qualifications are not compatible with their preferred degree we will continue to target schools with high proportions of pupils from under-represented groups providing: advice and guidance on KS4 subject choice; mentoring; subject specific taster days; revision support; longitudinal attainment programmes for years 10 and 11 students. The new data model and evaluation framework will enable us to assess the impact of these activities annually.
- SU research will underpin specific, tailored recruitment events, designed with students, for students with disabilities, care-leavers and students from BAME communities which will be developed over 2019/20, piloted with some groups in 2020/21 for wider introduction in 2021/22.
- We will review our part-time offer and analyse our part-time data in 2019/20.

Success (continuation and attainment)

In our APP 19/20, we said that '*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'.* This philosophy remains at the heart of our 'Theory of Change' and has been informing our Education strategy since 2016: *'… it is built on a continual process of monitoring, reflection and course development.'*

The Education strategy was approved in July 2016. In 2016/17 we created smaller academic units: Academic Schools located in 'academic homes', physical spaces where staff and students could work together, led by newly appointed Deans. Accountability for teaching delivery was enhanced with the appointment of Subject Heads and Course leaders.

In 17/18, all schools were asked to focus on level four delivery: induction and transition and to consider the requirements of under-represented students as part of that focus. Courses were restructured, staff development focussed on level four transition, new approaches to extra-curricular support were introduced.

In 18/19, School Forums have been introduced, increasing the student voice in the design and development of the teaching experience. We have piloted inclusive teaching practices, including 'Why is my curriculum white' (a project that considers the reading lists, delivery styles, and references used in a specific course to test for white bias) in two University schools as well as a review of the timetable and online delivery to provide flexible resources to our students and a more structured learning framework.

Inclusive practice is the focus for the Strategy in 2019/20, extending the learning from the two pilots of 'Why is my curriculum white' across the whole university. Looking forward to 2020/21, the next phase of the strategy will focus on further improvements to continuation, extending learning from pilot projects in 2019/20.

Our commitments in the APP 19/20 included:

We recognised a need to address the continuation rate for our students. Having engaged in the 2017/18 subject level Teaching Excellence and Student Outcomes (TEF) pilot which provided data on intersectionality characteristics, in 2018/19 we have referred to these data and included them in the subject level reports which have triggered institutional monitoring. These data have informed our targets and strategic measures outlined below.

In particular, the two areas that received a negative flag for continuation in 17/18 have both undertaken additional development work in 18/19 that will be evaluated once student continuation data for 2018/19 is available (early 2019/20). In one area, the introduction of increased student monitoring, withdrawal interviews and structured engagement points appears to have delivered an increase of around 12% in student engagement.

Statistics relating to outcomes for under-represented groups arising from the TEF data are also being incorporated into the annual monitoring meetings for every course. Where the performance of courses

falls below acceptable levels, they are subject to enhanced monitoring with the DVC Academic until performance improves. From 2019/20, APP targets will be included in the measures against which all courses are evaluated.

The 'Why is my curriculum white?' pilot has informed the development in 2018/19 of an institutional base-line for inclusive practice. This includes inclusive assessment guidelines for staff to use when supporting students who are identified through our data analysis as under-achieving for an unexplained reason. Our pedagogic development activities will be informed by the findings from the pilot and will focus on inclusive practice development across the University in 2019/20, prior to all schools being measured against these principles in 2020/21.

We will also be extending the use of our student engagement monitoring system (SEMS) in 2019/20. This was piloted in 2017/18 and made widely available in 18/19. In this year, the system has been logged into by course directors and subject heads almost 11,000 times to track student engagement. Having reviewed the success of the system, in 2019/20 we are upgrading to the new version, which provides more touch points to assess engagement, before full implementation in 2020/21. This system also provides another strand of data into our evaluation framework.

In 2019/20 we will complete further analysis and consultation with part-time learners, mature learners and students with disabilities to understand specific barriers and challenges that they may be facing as we have not progressed work with these specific groups in the past year.

Summary:

- Pedagogic development in 2019/20 will be focussed on inclusive practice (and on continuation in 2020/21)
- Additional research will be undertaken with part time learners, mature students and students with disabilities in 2019/20 to develop pilot projects to support their success in 2020/21, implementing successful initiatives in 2021/22.
- Our Student Engagement monitoring system will be upgraded in 2019/20 and fully implemented in 2020/21)
- APP targets are being incorporated into Annual and enhanced monitoring of courses from 2019/20 onwards.
- There is a correlation between under-represented groups and lower tariffs and/or BTECs/mixed qualifications prior to entry. To increase pre-enrolment preparation and to support students through the first semester, we will extend our 'Prepare to Learn' activity, including signposting to specific services, financial support, and student contacts to mitigate against non-continuation from 2020/21 onwards (reviewing at the start of 2021/22).
- We will intensify the induction period and explore opportunities to collaborate with Huddersfield and Manchester Met in the Flying Start induction programme over the course of 2019/20 to potentially introduce from 2021/22.
- We will research the impact of our 'Embedded Skills Development' programme that provides specific study skill support. Research undertaken in 2019/20 to assess its impact on student continuation and attainment will inform its development from 2020/21.
- We are reviewing the whole of our academic delivery to identify and reduce potential barriers to continuation and success. We will review the structure of delivery, assessment and academic regulations and the impact on continuation and attainment of students repeating assignment submissions, modules and years of study in 2019/20 and 2020/21 to inform changes to the structure of our academic year from 2021/22.
- We will further develop our work on inclusive practice in teaching and assessment to support the ambitions in our Race Equality Charter submission (planned for Feb 20202), including actions to diversify our staff body from 2020/21.
- Working with the SU Union and our BAME ambassadors, we will use the 'Zero Tolerance' campaign against sexual harassment as a template for countering other forms of discriminatory behaviour, developing additional routes for students to report issues. We will devise the structure for this campaign over the course of 2019/20 for piloting in 2020/21 for full roll out in 2021/22.
- We will pilot initiatives to identify best practice. In 2018/19 and 2019/20, individual academic schools are: testing activities to increase retention; undertaking a pilot to raise attainment; and

further developing a student-facing first point of contact team to provide a swift link to student support services across the University. The outcomes of these pilot projects will be reviewed at the end of 2019/20 through the DEAP conference and developed in 2020/21 for implementation where relevant in 2021/22.

- In 2019/20 we will examine the unexplained attainment gap between white and BAME students with the same entry tariff. Whole cohort analysis is underway to identify the points or circumstances where the continuation or attainment rates of the two groups diverges. We will work with the SU and the BAME Ambassadors on this further research. These data and further research will inform a specific plan of action, devised in 2019/20 for roll out from 2020/21 to meet the targets elsewhere in this document.

- As mentioned above, we will extend reporting already underway for subject TEF, to identify the academic areas (Schools or courses) where gaps in continuation, attainment or progression of under-represented students are statistically significant and/or persist over time this will include the development of report suites in 2019/20, interim measures from 2020/21. These reports will result in action plans that will be developed with the Schools and monitored by the University Executive Team from 2020/21.

Progression

In the APP 19/20, the University identified the need to improve progression to graduate employment for all our students. Therefore, in 2018/19 we have focussed on increasing the participation of all students in employability activities. Participation has increased by around 10% overall this year, including a 100% increase to 600 students engaged in our 'Get Hired' initiative. We are introducing School Employability Consultants in 2019/20 to increase the visibility and familiarity of employability support in each academic school.

We have established a 'gold standard' model for employability activity that defines study-level appropriate interventions at levels four, five and six. The model will be used in 2019/20 to audit existing in-course provision and identify areas for improvements which will be implemented in 2020/21 (if not before depending on the nature of the intervention).

We identified four Academic Schools with particularly low employability rates in the 2019/20 APP. In 2018/19 we have developed specific employability plans with each of these Schools. They and other of our schools have benefited from the introduction of new professional development modules, placement projects and/or new placement opportunities to improve student employability. We use DLHE and LEO results to assess the impact of our work but given the necessary delay in obtaining these results, we are developing internal interim monitoring which will be introduced by the end of academic year 2019/20 as part of the evaluation framework. The release of Graduate Outcomes data in January 2020 will enable us to refresh our metrics and conduct an up to date evaluation of progress against our strategic KPI for Graduate-level employability. Within this, we will inspect the detailed outcomes for communities identified in our APP to judge the prevailing status against our institutional targets.

Our research had identified 10,000 employers who were engaged with the University who might also assist in improving graduate employment. As a result of this audit, the University has developed an Employer Advisory Board in 2018/19 who met for the first time in March. They will meet two to three times per year to provide student mentoring as well as employer engagement opportunities.

The 2019/20 APP identified that some under-represented students were particularly disadvantaged with regards progression to graduate employment. Analysis of the AP dataset in 2018/19 has identified that the BAME communities are particularly disadvantaged in employability. In 2019/20, these groups are a specific focus and we will introduce targeted communications and student mentors to increase specialised support. The bespoke exit packages referred to in our APP 19/20 are also part of this programme of support.

Analysis of the APP data set is informing the development of KPIs for the Business Engagement team and are incorporated into team objectives and job descriptions.

Summary

For the period 2019-25 we will:

- We will introduce School based employability consultants in 2019/20.
- We will use the gold standard model for employability to audit in course provision at levels four, five and six during 2019/20 to identify gaps in provision and inform plans to be implemented from 2020/21.
- Monitoring and evaluation are a priority. Further data analysis will be undertaken in19/20 to inform the development of KPIs including interim measures by the end of 19/20 for implementation from 20/21. The Graduate Outcomes released in January 2020 will enable us to revisit our performance on a subject by subject basis that will also inform the plans.
- We will complete further analysis of the factors impacting student employability for under-represented communities in 2019/20, working with relevant students and the SU to monitor the impact of new initiatives for students from the BAME communities from 2020/21. Students will work with the team over the course of 2019/20 to ensure that employability content is relevant for every part of the student community.
- From 2020/21 we will develop focussed programmes to increase progression. This will include BAME industry-mentors and early-stage career awareness for students from IMD Q1&2. Working with the SU and relevant students in 2019/20 we will identify activities that target issues of specific concern for under-represented groups delivering targeted interventions; including face to face or online sessions to meet specific needs from 2020/21, or earlier dependent on the nature of the intervention.
- We will continue to increase participation of all students in employability activities, introducing School Employability Consultants in 19/20 to work at a local level with students, working to participation targets from 2020/21.
- We will explore barriers to placements and alternative models of work-based learning in 2019/20, to devise solutions for implementation beginning in 2020/21 that may make these experiences more accessible to students from lower socio-economic groups.

Financial support

There are five support packages available to students which align with our aims and objectives:

Package	Target beneficiaries and eligibility criteria	Annual investment
Care-leavers and Estranged Students Bursary	Care leavers/students estranged from their family prior to enrolment. Must be fully enrolled and under 25. £1,000 in Y1 & 3; £1,500 in Y2 where risk of non-continuation is higher.	£200k
Primary Carers' Bursary	For primary carers of a dependent adult. Must have under £25,000/yr. and be fully enrolled. Bursary of £1,000/yr.	£26k
Hardship Fund	For students on a course that attracts statutory student funding; studying at a minimum 50% intensity; and must demonstrate genuine hardship.	£550k
Summer Fund	Designed to enable students with children to study during school holidays. Care leavers, carers or students estranged from their families are prioritised.	£50k
Disability Fund	Support for students with disabilities to cover to costs of diagnostic testing. Students with income of under £25k can also access up to £200 towards a laptop.	£100k

We will implement the use of the national financial evaluation tools (developed by the OfS) in 2019/20 to inform our provision of student financial support. These levels of financial support are contingent on undergraduate fees in 2019/20 and would be revised should these change.

3.2 Student consultation

Students have been and will continue to be involved in the planning, monitoring, evaluation, development and delivery of our access and participation work.

As referred to below in 3.4, the development of the APP, the annual monitoring statement and interim progress against the indicators will be overseen by the APSC, a committee of the Academic Board. B are attended by SU officers. In addition, the planning, monitoring, evaluation and delivery of the APP will be reported to the Board of Governors, which includes SU representation.

Students are consulted on admissions processes through our annual accepters and decliners survey and student fora are held across the University to enable students to inform the development of teaching and learning. They also provide opportunities for students to raise concerns, observations and ideas with their academic colleagues. Feedback from these fora will also be reported into APSC.

In the development of this plan, we have also drawn on: extensive research undertaken by the SU; the Alterline research into the experiences of our Black students; and consultation with our BAME student ambassadors, who represent the wider BAME student community. We are particularly grateful for their candid input which has resulted in projects at each stage of the student lifecycle. The elected officers of the SU have also been consulted and have constructively challenged the content of this plan throughout its development.

3.3 Evaluation strategy

In our APP 19/20 we committed to *'develop a detailed monitoring and evaluation framework that aligns the APP initiatives and ambitions with those relating to equality, diversity and inclusion, inclusion the University's new, draft Equality and Diversity strategy and our submission for the Race Equality Charter in 2019.'* (pp 20). We said this work would commence in 2018/19 and continue into 2019/20.

Our Access work is currently evaluated through the use of the HEAT database. We also analyse our recruitment data each year to monitor the representation of under-represented groups, the prevalence of applicants from a range of schools and colleges to inform our recruitment planning for the following year. The analysis of the AP Dataset this year has provided further guidance on our priorities for the future.

Student success has been monitored through the annual monitoring process established in 2015/16 which examines every course and identifies those that require enhanced monitoring where student outcomes fall below acceptable thresholds. We have also been using TEF data over the course of the last two years to enhance this analysis and inform the focus of our pedagogic development.

We have only started to build our progression services in the past couple of years and therefore, evaluation is limited at present to monitoring progression rates. However, the development of data capture and monitoring is a priority for 2019/20 as part of the evaluation framework.

Our early work on an evaluation strategy in 2018/19 and use of the Evaluation Self-Assessment tool provided by the OfS, led us to the conclusion that the institution required additional senior resource to lead on the analysis and insight arising from our data. In May 2019, we commenced a search for a Director of Strategic Insight and Business Analysis (SIBA). We recognised the need to improve data quality and the introduction of our new student record system, referred to in the 2019/20 APP, has assisted with this. However, it has also required some restructuring of the data during 2018/19 so that we can report against additional student characteristics.

The Equality and Diversity Strategy was formally approved and implemented.

The release and subsequent analysis of the AP data set has informed the methodology that we are applying to the student and staff data that is required for our submission to the Race Equality Charter. Although this has meant that the date for the submission of the Race Equality Charter has moved to February 2020, this decision provides a more robust and consistent approach to the analysis of student and staff data. A new working group is producing a first draft of the REC submission, and shares membership with both the Equality, Diversity and Inclusion Committee as well as the new Access and

Participation Scrutiny Committee (see below). The REC submission will be finalised between September and November 2019, staff and student consultation will take place in December and January. The plan will be submitted in February 2020.

Summary

- The Director of strategic insight and business analysis is currently being recruited and should be in post by January 2020. They will audit current evaluation practice and assess current staff resource against our institutional requirements (in particular APP analysis and evaluation) in order to agree the evaluation framework with the APSC by the end of 2019/20.
- They will also propose a structure for their team by the end of July 2020 for implementation in the following academic year: 2020/21.
- We have established a formal committee of Academic Board to take institutional oversight of progression against our APP targets and the measurement of activity. The Terms of reference for the 'Access and Participation Scrutiny Committee' (APSC) were approved by Academic Board in June 2019. The first meeting of the group is in September 2019. It includes academic colleagues with expertise in evaluation.
- The committee will commence a review of current evaluation activities during September and December 2019, prior to the arrival of the Director of SIBA.
- Between July and September 2019, a work plan for the committee will be developed taking account of existing internal and external reporting deadlines (HESA, HESES, Annual monitoring, Enhanced monitoring and Annual Accountability meetings)

Completion of the self-assessment tool produced an Amber (emerging) ranking. We believe the following measures will raise the University's status to green by 2023.

Strategic context: Our Director of SIBA will report to the DVC Resources and will work with senior management and academic colleagues with evaluation expertise, to develop the institution-wide evaluation framework by the end of 2019/20. This will be part of an annual reporting cycle that includes reports to the Board of Governors, University Executive Team, Academic Board, APSC and relevant stakeholders. A single team of analysts will be managed by this role, enabling skills sharing and development with each other and across the University by the end of 2020/21. APSC will monitor evaluation data against APP targets, including monitoring interim targets, reporting persistent under-performance to the University Executive Team for remedial action.

Programme design: The evaluation framework will build on the practices currently undertaken at each stage of the student lifecycle, informing the development of clear delivery targets. Over 2019/20 the APSC will review outcomes from existing activities to ensure they are clear in their objectives and able to evaluate success. It will also review new activities planned from 2020/21 to endorse or refine the evaluation methods currently proposed.

Evaluation design: Academic colleagues with research and evaluation expertise will help develop the evaluation framework. We consider the whole student lifecycle, so the impact of activities on students with specific characteristics can be tracked at each stage of the student lifecycle. Our 'Annual Monitoring Process' (and enhanced monitoring activity) will also provide data for APSC. We are developing intermediate measures to identify emerging issues where targets may be at risk. These will inform whether action needs to be taken at individual, cohort or School level. APSC will also commission qualitative and primary quantitative research to identify issues that could lead to gaps in outcomes. We recognise the need to benchmark our performance against the sector, peer institutions and our regional context. Our analysis of APP data has included sector and peer institutions and will be developed further.

Evaluation implementation: The Director of Business Insight will audit the APP and wider reporting needs of the University to ensure our resource allocation is adequate. We will develop an APP dashboard to provide relevant managers with information regarding APP performance over the course of 2019/20. This role will oversee data quality, defining and establishing reporting protocols. We will enhance the data from our student record system, Academic School records, and Student Services data with the extension of our university-wide student engagement monitoring system in 2019/20. The update will be procured and upgraded in 2019/20 and fully implemented in 2020/21. We share data with and from our partner Schools, regional councils and with our local consortium, GHWY. We are

exploring a regional data sharing protocol that would include data from FE and HE partners to increase insight and information sharing and to inform project design.

Learning to shape improvements: APSC will have initial oversight of evaluation findings, which will be shared across the University in order to inform project developments, through the following:

- Recruitment Board – all Deans and relevant Service Directors engaged in the access phase of the student life-cycle (meets 6 times per annum);
- DEAP fora – take place three times per year, including an annual conference where research findings inform pedagogical development;
- Annual Accountability meetings – annually for each School/Service and will include reporting against the APP targets (from November 2019).
- Annual Monitoring Process – annual review of academic courses to monitor progress and action planning with enhanced oversight of those courses where performance presents the greatest challenges.
- Equality and Diversity Committee – to receive updates on progress against APP and Race Equality Charter targets.

GDPR regulations and ethical concerns are already considered in our evaluation practices; however, we will develop the following as routine activities: triangulation practices; the inclusion of scholarly literature in evaluation and monitoring activities; and the assessment of evaluation practices from 2020/21 once the Director of SIBA is established in post and the evaluation framework is agreed.

3.4 Monitoring progress against delivery of the plan

The University's progress against the APP targets will be monitored through the University's governance structure, which includes students' representation.

The Board of Governors will assess performance against APP targets annually, prior to submission of the annual monitoring report. Issues arising in-year will be considered by the Governance and Nominations Committee which also includes a member of the SU.

Academic Board will receive reports bi-annually from APSC, which will meet throughout the year and which will monitor delivery against APP targets. Students are represented on both Academic Board and APSC. Responsibility for monitoring APP progress will sit with the Chair of APSC; and the committee will include academic colleagues to advise on evaluation practices and the academic credibility of projects. Members will also bring insight from other committees, particularly the Academic Quality Standards Committee which is focussed on the Success period of the student lifecycle.

APSC will receive Information from the following sources:

- Feedback from academic school fora: formal meetings between students and staff
- Feedback from the University/SU Liaison Group, involving senior members of the University and Students' Union officers.
- Statistical reports providing interim and summative measures of progress against APP targets, including: engagement; attendance; and participation measures as outlined in our Evaluation Plan.
- Institutional reports and results (TEF, NSS, PTES, DLHE and LEO).
- This group and the Director of Business Insight will develop a dashboard enabling the monitoring of progress towards annual and longer-term APP targets.

Where under-performance is noted, action plans will be developed to address shortfalls. These will be reported to and monitored by the University Executive Team.

The University currently chairs the GHWY consortium and are full partners in the NCOP project. We will continue to monitor the progress of consortium activities through updates and progress reports and membership of committees and working groups.

4. Provision of information to students

The University's *Published Information Group* has strategic oversight for published information for prospective students. This group has agreed an institutional publication schedule which is aligned with the need for the provision of transparent, clear and accurate information.

Accurate information is provided for all undergraduate courses at least 18 months before the start of each course. It is available via: the published and online prospectus'; course specifications; a range of events, including Open Days and Applicant Visit Days; and is also confirmed in writing to applicants who are offered a place. Information is reviewed annually and includes: course content (modules); entry requirements; fees for the duration of the course; additional course costs; workload (teaching and learning, and independent study); methods of assessment; and potential career outcomes. SU research informs our approach to the communication of additional costs to prospective students

Course specifications are produced following course validations. This process is managed by the Registrar's Office and is reviewed prior to publication. An institutional timeline for publication is in place and approved by the Published Information Group.

Our dedicated staff advise on and provide support for a significant number of applicants and students with complex circumstances and eligibility requirements in accessing a range of funding. These include the eligibility criteria and the level of financial support students from underrepresented groups will be offered in each year of their studies.

5. Appendix

Access and participation plan
Fee information 2020-21

Provider name: Leeds Beckett University

Provider UKPRN: 10003861

Summary of 2020-21 entrant course fees

*course type not listed

Inflationary statement:

We do not intend to raise fees annually

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

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

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

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

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

Part-time course type:	Additional information:	Course fee:
First degree	New Entrants and Continuing students admitted from 2017/18	£6,935
Foundation degree	*	*
Foundation year/Year 0	*	*
HNC/HND	New Entrants and Continuing students admitted from 2017/18	£6,935
CertHE/DipHE	New Entrants and Continuing students admitted from 2017/18	£6,935
Postgraduate ITT	New Entrants and Continuing students admitted from 2017/18	£6,935
Accelerated degree	*	*
Sandwich year	*	*
Erasmus and overseas study years	*	*
Other	*	*

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

Sub-contractual part-time course type:	Additional information:	Course fee:
First degree	*	*
Foundation degree	*	*
Foundation year/Year 0	*	*
HNC/HND	*	*
CertHE/DipHE	*	*
Postgraduate ITT	Education Management Direct Limited 10035411 - New Entrants and Continuing students admitted from 2018/19	£6,935
Accelerated degree	*	*
Sandwich year	*	*
Erasmus and overseas study years	*	*
Other	*	*

Office for
Students **OfS**

Targets and investment plan
2020-21 to 2024-25

Provider name: Leeds Beckett University

Provider UKPRN: 10003861

Investment summary

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

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

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

Table 4a - Investment summary (£)

Access and participation plan investment summary (£)	Academic year				
	2020-21	2021-22	2022-23	2023-24	2024-25
Total access activity investment (£)	£1,642,157.00	£1,683,210.00	£1,725,288.00	£1,768,419.00	£1,812,628.00
Access (pre-16)	£256,620.00	£263,035.00	£269,610.00	£276,350.00	£283,258.00
Access (post-16)	£846,202.00	£867,357.00	£889,040.00	£911,266.00	£934,047.00
Access (adults and the community)	£372,912.00	£382,235.00	£391,791.00	£401,585.00	£411,625.00
Access (other)	£166,423.00	£170,583.00	£174,847.00	£179,218.00	£183,698.00
Financial support (£)	£1,114,305.00	£1,118,404.00	£1,122,606.00	£1,126,912.00	£1,131,325.00
Research and evaluation (£)	£234,289.00	£240,146.00	£252,152.00	£258,455.00	£264,916.00

Table 4b - Investment summary (HFI%)

Access and participation plan investment summary (%HFI)	Academic year				
	2020-21	2021-22	2022-23	2023-24	2024-25
Higher fee income (£HFI)	£47,432,235.00	£47,688,575.00	£47,648,395.00	£47,648,395.00	£47,648,395.00
Access investment	3.5%	3.5%	3.6%	3.7%	3.8%
Financial support	2.3%	2.3%	2.3%	2.3%	2.3%
Research and evaluation	0.5%	0.5%	0.5%	0.5%	0.6%
Total investment (as %HFI)	6.3%	6.3%	6.5%	6.6%	6.7%

Targets and investment plan
2020-21 to 2024-25

Provider name: Leeds Beckett University

Provider UKPRN: 10003861

Targets

Table 2a - Access

Aim (500 characters maximum)	Reference number	Target group	Description (500 characters maximum)	Is this target collaborative?	Data source	Baseline year	Baseline data	Yearly milestones					Commentary on milestones/targets (500 characters maximum)
								2020-21	2021-22	2022-23	2023-24	2024-25	
To reduce the gap in participation in HE for full time first degree students from underrepresented groups	PTA_1	Socio-economic	Percentage difference in participation rates between EIMD quintiles 1-2 and 3-5 entrants	No	The access and participation dataset	2017-18	21.6	21	20.8	20.5	20.2	20	Our university population is already broadly representative of the local population. Our gap is reducing. These targets continue to reduce this gap with the aim of 45% population by 2030/31
To reduce the gap in participation in HE for full time first degree students from underrepresented groups	PTA_2	Ethnicity	Percentage difference in participation rates between ABMO/BAME and White entrants	No	The access and participation dataset	2017-18	58.4	56.6	56	54.6	53.2	51.9	Targets have been set to bring our ABMO participation rate to 28% by 2030/31.
To reduce the gap in participation in HE for students from underrepresented groups	PTA_3	Disabled	Percentage difference in participation rates between disabled entrants and entrants with no known disabilities	No	The access and participation dataset	2017-18	74.9	74.7	74.3	74	73.6	73.3	Targets have been set to bring our disabled student participation rate to 14.6% by 2025.
To reduce the gap in participation in HE for full time first degree students from underrepresented groups	PTA_4	Mature	Percentage difference in participation rates between entrants who are 21 and over and those younger than 21	No	The access and participation dataset	2017-18	73.8	72.2	71.7	71.2	70.6	70.1	Targets have been set to bring our participation rate of 20% by 2030.
To reduce the gap in participation in HE for full time first degree students from underrepresented groups	PTA_5	Low Participation Neighbourhood (LPN)	Percentage difference in participation rates between entrants from POLAR quintiles 1 and 5	No	The access and participation dataset	2017-18	7.2	6.7	6.5	6.3	6	5.6	Targets bring our participation rate of students from low participation neighbourhoods to 20% by 2029.
	PTA_6												
	PTA_7												
	PTA_8												

Table 2b - Success

Aim (500 characters maximum)	Reference number	Target group	Description	Is this target collaborative?	Data source	Baseline year	Baseline data	Yearly milestones					Commentary on milestones/targets (500 characters maximum)
								2020-21	2021-22	2022-23	2023-24	2024-25	
To reduce the non-continuation gap for full time first degree students from underrepresented groups	PTS_1	Low Participation Neighbourhood (LPN)	Percentage difference in continuation rates between POLAR4 quintile 5 and quintile 1 students	No	The access and participation dataset	2016-17	8.3	7.3	6	4	3	2	Targets to achieve an improvement in continuation (6.3% points) by the end of 2024/25 to 2% points. Gap to be eliminated by 2030.
To reduce the non-continuation gap for full time first degree students from underrepresented groups	PTS_2	Socio-economic	Percentage difference in continuation rates between IMD quintile 5 and quintile 1 students	No	The access and participation dataset	2016-17	6.1	5	4	3	2	0	Targets to achieve an improvement in continuation by the end of 2024/25 of 6.1% points to eliminate gap and sustain.
To reduce the attainment gap for full time first degree students from underrepresented groups	PTS_3	Low Participation Neighbourhood (LPN)	Percentage difference in degree attainment (1st and 2:1) between POLAR4 Quintiles 3-5 and Quintiles 1-2 students.	No	The access and participation dataset	2017-18	6.9	6.4	5.9	4.9	2.9	1.9	This indicator is increasing (67.1% attainment) with gap of 6.9% points. Targets to reduce gap by 5% points by 2024/25 to 1.9% points gap. Gap to be eliminated before 2030.
To reduce the attainment gap for full time first degree students from underrepresented groups	PTS_4	Socio-economic	Percentage difference in degree attainment (1st and 2:1) between IMD Quintiles 3-5 and Quintiles 1-2 students.	No	The access and participation dataset	2017-18	11.9	11	10.5	9.5	7.5	5.5	Targets to reduce the gap by 6.4% points by 2024/25 to 5.5% points gap. Gap to be eliminated by 2030.
To reduce the attainment gap for full time first degree students from underrepresented groups	PTS_5	Ethnicity	Percentage difference in degree attainment (1st and 2:1) between white and asian students.	No	The access and participation dataset	2017-18	17.5	15	13	11	8	5	Targets to reduce the attainment gap by 12.5 % points by 2024/25 to 5% points gap. Gap to be eliminated by 2030.
To reduce the attainment gap for full time first degree students from underrepresented groups	PTS_6	Ethnicity	Percentage difference in degree attainment (1st and 2:1) between white and black students.	No	The access and participation dataset	2017-18	30.7	23	20	16	13	9	Targets reduce the gap by 21.7% points by 2023/24 to 9% points gap (below our position in 2013/14). Gap to be eliminated by 2030.
To reduce the attainment gap for full time first degree students from underrepresented groups	PTS_7	Ethnicity	Percentage difference in degree attainment (1st and 2:1) between white and AMBO/BAME students.	No	The access and participation dataset	2017-18	15.9	12.4	11.4	10	8	5	Targets to reduce gap by 10.9% points by 2024/25 to 5% points. Gap to be eliminated by 2030
To reduce the attainment gap for full time first degree students from underrepresented groups	PTS_8	Ethnicity	Percentage difference in degree attainment (1st and 2:1) between white students and ABMO/BAME students with similar high tariff grades on entry	No	The access and participation dataset	2017-18	11.8	10	8	5.5	3	0	Targets to reduce gap by 11.8% points to 0% by 2024/25.

Table 2c - Progression

Aim (500 characters maximum)	Reference number	Target group	Description	Is this target collaborative?	Data source	Baseline year	Baseline data	Yearly milestones					Commentary on milestones/targets (500 characters maximum)
								2020-21	2021-22	2022-23	2023-24	2024-25	
To reduce the highly skilled employment and further study gap for full time first degree graduates from underrepresented groups	PTP_1	Ethnicity	Difference between the proportion of Black and White graduates in highly skilled employment or further study	No	The access and participation dataset	2017-18	4.6	3	1.5	0	0	0	Targets aim to close progression gap by 2022/23, accounting for estimated annual 2% improvement in institutional progression.
To reduce the highly skilled employment and further study gap for full time first degree graduates from underrepresented groups	PTP_2	Ethnicity	Difference between the proportion of Asian and White graduates in highly skilled employment or further study	No	The access and participation dataset	2017-18	10.8	7	3.5	0	0	0	Targets aim to close progression gap by 2022/23, accounting for estimated annual 2% improvement in institutional progression.
To reduce the highly skilled employment and further study gap for full time first degree graduates from underrepresented groups	PTP_3	Socio-economic	Difference between the proportion of EIMD quintiles 1-2 and 3-5 graduates in highly skilled employment or further study	No	The access and participation dataset	2017-18	7.3	6	4.5	3	1.5	0	Targets aim to close the progression gap by 2024/25, accounting for estimated annual 2% improvement in institutional progression
	PTP_4												
	PTP_5												
	PTP_6												
	PTP_7												
	PTP_8												