



**LEEDS
BECKETT
UNIVERSITY**

ACCESS & PARTICIPATION PLAN, 2025-29

1. Introduction, context and strategic aims

Our strategy:

Leeds Beckett University's strategic framework 2021-2026 sets our vision and ambition through a comprehensive whole institution approach:

'To be recognised globally for the positive difference we make as an inclusive anchor with the people, organisations and diverse communities of the Leeds City Region.'¹

Our role as a Leeds 'anchor' shapes our educational portfolio, and the support and provision we offer for our students, to ensure that we are responsive to the needs of the local economy in which we operate. A study conducted for the University by London Economics, revealed our impact on the UK economy equated to £1.43 billion, £820 million of which being directly attributable to our teaching and learning activities². The Local Government Association, in its latest review of Leeds City Council, cited the city's Anchor Network, which we lead, as being of high national significance.

Our strategic framework establishes firm principles which enable a university-wide approach to the whole student lifecycle. Our Education Plan establishes this culture, through an academic philosophy and aim 'to be recognised globally as an outstanding and accessible university that supports its diverse student community to achieve excellent outcomes'.³ The plan establishes the concepts of 'the Learner Pathway', 'the Student Support Framework' and 'the Employability Implementation Framework', which demonstrate a clear intent to present a differentiated approach to enable students. The principle of embedding these frameworks into our Education Plan ensures that we are both systematic and purposeful in the education and personal development of our students, over and above the knowledge that they acquire as part of their studies. It empowers students to navigate a route into, through and beyond their course into graduate employment or further study. Our approach to Equality, Diversity and Inclusion (EDI) is integrated across our strategic framework, and our core values. Our commitment to an inclusive 'whole provider' approach, as explained in this plan, has been recognised through our accreditation across three EDI Charter Marks – The Race Equality Charter, Mental Health Charter and Athena Swan.

Enabling inclusive practice:

Recognising the distinct and diverse needs of our students, and the diversity of the communities in which we operate, we pride ourselves on developing an approach which promotes inclusivity and an intent to understand and respond to our students' distinct needs.

Our Inclusive Course Design Tool (ICDT) and our Career Readiness Survey (CRS) are both examples of our approach to ensure we understand the distinct needs of our diverse students to drive impactful change. The ICDT enables academic colleagues to systematically reflect on every aspect of their course and to identify any elements that may disadvantage particular student groups. The tool is supported by the expertise of our Centre for Learning and Teaching (CLT). Our CRS, embedded into enrolment and re-enrolment, enables us to track our student career readiness and refine our approach to careers education with agility, in addition to offering

¹ Leeds Beckett University Strategic Planning Framework 2021-2026

² London Economics (2022), *The economic impact of Leeds Beckett University*

³ Leeds Beckett University Education Plan 2021-2026

unprecedented insights into student sectoral and geographical aspirations. This further enables us to differentiate our approach to supporting our students to find sustainable employment within our region and remain proactive in sourcing highly skilled opportunities which resonate with our students.

The regional context:

Through our anchor positioning, we understand the challenges within our local economy and the impact that we can have upon our region. West Yorkshire is a region with a large Higher Education sector offering a diverse portfolio of subjects. Whilst the region struggles overall with graduate retention (only 24% of graduates remain in West Yorkshire), we know that 55% of graduates from West Yorkshire universities remain in the Yorkshire and Humber region⁴. The standards of living and employment, vary across the five local authorities within West Yorkshire (Leeds, Bradford, Wakefield, Kirklees & Calderdale), with a sustained and significant deficit in highly skilled people (30.2%) compared to national levels (33.9%)⁵. School attainment levels across West Yorkshire are reported as significantly below those of national levels with only 77% of 19-year-olds achieving level 2 qualifications by age 19 (81% nationally), and just 52% achieving a level 3 qualification (57% nationally)⁶.

Social and economic deprivation in West Yorkshire is prevalent, with a higher than national average proportion of the population living in the 'poorest neighbourhoods' – just under one third compared to 20% nationally⁷. The region is more ethnically diverse than the national average - 23.5% of the population from Asian, Black, Mixed and Other (ABMO) ethnicities (19% nationally). There is a marginally higher-than-average proportion of the population registered with a disability - 17.6% (17.3% nationally).⁸ The gender split in the region is comparable to national trends - 51.1% female (51% nationally), and 48.9% male (49% nationally). Finally, it is worth noting that the population of West Yorkshire is reported as younger than the national average.

Our student population:

Understanding our regional context is synonymous with understanding our students. Our undergraduate student population⁹ (16,185) is characterised by a high level of home student recruitment (94.3%) and moreover, of localised recruitment, recognising that 50% of our home undergraduate, first degree population are from the Yorkshire and Humber region. As such, we observe comparable diverse student characteristics as those we note in our overview of the region in which we play an active 'anchor' role:

- 21% are from ABMO ethnicities.
- 16% have registered a disability.
- 38% are from the most deprived backgrounds (Indices of Multiple Deprivation - IMD 1 & 2).
- 34% are from low participating neighbourhoods (TUNDRA 1 & 2).

⁴ WYCA, (2024), *Regional Skills Analysis*.

⁵ ONS - Custom Area Profile, Census 2021, West Yorkshire (accessed 26/04/24)
<https://www.ons.gov.uk/visualisations/customprofiles/build/#E47000003>

⁶ WYCA, (2022), *LMI report*

⁷ WYCA, (2022 & 2023), *Economic and Transport Insights Report 2022 & 2023*

⁸ ONS - Custom Area Profile, Census 2021, West Yorkshire (accessed 26/04/24)
<https://www.ons.gov.uk/visualisations/customprofiles/build/#E47000003>

⁹ HESA Annual Population Data 2022/23

- 28% hold multiple characteristics which could impact outcomes and success (Association Between Characteristics of Students - ABCS 1 & 2).
- 16% were in receipt of Free School Meals (FSM).
- 52% are female, and 48% are male.
- 18% are mature learners.¹⁰

Our offer:

Our University has eight schools with a diverse portfolio of subjects, ranging from under 1,000 to nearly 4,000 students. Our schools are:

- Leeds School of Arts
- Built Environment, Engineering and Computing
- Leeds Business School
- Carnegie School of Education
- Health
- Humanities & Social Sciences
- Leeds Law School
- Carnegie School of Sport, and Events, Tourism & Hospitality Management

Whilst at undergraduate level our focus is primarily our full-time provision, it is our part time, and latterly our degree apprenticeships (DAs) which allow for a responsive employer and regionally focused provision. Our degree apprenticeships have built momentum across three of our schools (Built Environment, Engineering and Computing; Leeds Business School; and the School of Health). Our DA provision was subject to a full Ofsted inspection in November 2022, from which the University was rated 'good' overall. The report reflected that 'Managers work well with employers to ensure that programmes meet the needs of the local, regional and national economy to provide and retain well-trained, well-qualified and competent employees.' Our DAs have resulted in strong regional collaboration to meet employer skills deficits ranging from larger institutions such as our hospitals and NHS Trusts for healthcare, to small and medium sized organisations with skills shortages such as civil engineering. In addition to our DAs, we have just under 100 part-time students annually, who are registered within the University for awards from professional bodies such as the Chartered Institute of Marketing.

2. Risks to equality of opportunity

To assess the risks to equality of opportunity we have undertaken an assessment of our performance using official data (OfS data dashboard), and our own internal data sources. Our understanding of the challenges across the sector, and within our context informs our assessment of performance (Annex A), our priorities for our APP, and our associated objectives covered in section 3 (and Annex B).

Our assessment of performance identifies the areas where we believe that we can enhance the equality of opportunity for our students across the whole student lifecycle including Access, Continuation, Completion, Attainment and Progression. In addition to identifying the risks, our analysis also highlighted student characteristics across the lifecycle in which we are performing positively when compared to national gap analysis.

¹⁰ Internal HESA data for 2021-22

For each of the stages of the student lifecycle we have explored demographic-related and deprivation-related gaps, covering the characteristics within the Equality of Opportunity Risk Register (EORR) and groups relevant to our institutional context. To identify the key areas of risk we have analysed the data to understand:

1. The scale of any difference in outcomes for underrepresented groups.
2. Trends over time in any differences.
3. The confidence in the data we have if gaps in outcomes are identified.
4. Intersections of student group characteristics.
5. The context and reasons for differences in outcomes.

Our analysis has informed the development of our objectives, and our intervention strategies. The interventions have been informed by our own practice in addition to internal and external research. External research is inclusive of national research as well as regional collaborative networks such as the Go Higher West Yorkshire (GHWY) network, which brings together higher education providers and regional stakeholders to build collaborative partnerships to address inequality gaps to access and success in higher education. This combination of internal and external informed practice ensures confidence in our ability to impact positively upon our identified student needs, whilst offering an opportunity to evaluate and contribute to ongoing sectoral understanding of addressing student inequality gaps.

In developing our identified risks, and our associated intervention strategies, we have carefully considered how our institutional risks connect to the 12 sectoral risks defined in the EORR¹¹.

Ref.	Risk to Equality of Opportunity (OfS EORR)	Ref	Risk to Equality of Opportunity (OfS EORR)
R1.	Knowledge and Skills	R7.	Insufficient Personal Support
R2.	Information and Guidance	R8.	Mental Health
R3.	Perception of Higher Education	R9.	Ongoing Impact of Coronavirus
R4.	Application Success Rates	R10.	Cost Pressures
R5.	Limited Choice of Course Type and Delivery Mode	R11.	Capacity Issues
R6.	Insufficient Academic Support	R12.	Progression from Higher Education

Whilst our analysis has provided us with our identified risks and objectives, we will continue to monitor students across all characteristic groups in relation to access, continuation, completion, attainment and progression. Our whole institution approach will provide comprehensive ongoing support for our students alongside the targeted interventions specified in this plan.

We have established targets for each of the 15 risks to equality of opportunity we have identified, which are underpinned by an ambition to reduce the identified gaps to those of the national level,

¹¹ OfS, Equality of Opportunities Risk Register (EORR), <https://www.officeforstudents.org.uk/advice-and-guidance/promoting-equal-opportunities/equality-of-opportunity-risk-register/> (Accessed on 24/05/24)

or better over the four years of our plan. We commit to reviewing our targets in line with national equality gaps on an annual basis, adjusting where appropriate.

Access:

Demographic and deprivation trends:

Our access data indicates a positive trend in diversifying our student population especially in relation to students reporting a disability, male students, and Asian, Black, Mixed and Other ethnicities (ABMO). We are also noting a positive access rate for students from areas of deprivation (including ‘Indices of Multiple Deprivation’ (IMD)), low participation neighbourhoods (TUNDRA) and Associations Between Characteristics of Students (ABCS)), all with access gaps below national comparator data. However, our undergraduate student population remains predominantly young compared to the UK average suggesting a need to improve access rates for mature learners; and whilst we are attracting more ethnically diverse students, our access rates remain below the national average.

Whilst access for students who were registered for Free School Meals (FSM) is below the national average, this gap is relatively small. Therefore, whilst FSM is not identified as a priority, we will continue to monitor this closely during the lifecycle of this APP.

Intersectional analysis:

Whilst IMD is not specified as an area of specific concern in relation to access, it is noticeable through intersectional analysis, that ABMO students are more likely to come from the most deprived IMD localities. Therefore, our interventions to support increased ABMO student access will continue to support the positive access trends for IMD student deprivation.

Access Indicators of Risk:	Target (% gap) 2029	EORR Risks
1. A persistent gap in access for Asian, Black, Mixed and Other ethnicities relative to national rates.	12.4%	R1, R2, R3, R4
2. A persistent gap in access for mature students relative to national rates.	15.6%	R2, R3, R4

Continuation:

Demographic and deprivation trends:

Our continuation across our undergraduate population has increased significantly in recent years, reaching 91.8% for 2020-21 entrants. In Teaching Excellence Framework (TEF) terms we have moved from 2.1 percentage points below benchmark to being 0.7 percentage points above benchmark. During this time, we have seen a concerted focus on continuation rates across our academic schools in addition to the introduction of attendance monitoring software. As such, in conducting the analysis through the lens of student demographics and deprivation, there are no specific areas of concern – with no persistent gaps or significantly lower gaps in continuation across all characteristic groups. This stands true when continuation is explored through intersectional analysis.

For these reasons, our APP objectives do not identify specific areas of focus for student continuation.

Completion:

Demographic and deprivation trends:

Student completion rates have remained approximately 80% over the last five years. It is consistently approximately 7 percentage points lower than our TEF benchmark. Therefore, completion is an institutional priority for student outcomes. There are, however, some areas of strength in that students reporting disabilities typically have higher completion rates than those without a disability. Similarly, the completion gap for mature learners is smaller than the national comparator.

Our primary challenges in relation to completion is the gap between male and female students (with male students performing below their female peers), and the completion gap between ABMO and white ethnic students. In both instances the gaps are larger than the national data.

Similarly, completion gaps for our most deprived student groups (inclusive of IMD, TUNDRA, ABCS and FSM), are persistent and larger than the national average.

Intersectional analysis:

When explored through an intersectional lens we observe that completion gaps are largest for male students and ABMO students who come from the most deprived and low participation neighbourhoods (IMD and POLAR 1). Our interventions with regards completion will therefore address these intersectional observations.

Completion Indicators of Risk:	Target (% gap) 2029	EORR Risks
3. A persistent gap in completion between ABMO students and students of white ethnicities.	3.7%	R6, R1, R7, R8, R9, R10, R11
4. A persistent gap in completion between male and female students.	5.5%	R6, R1, R7, R8, R9, R10, R11
5. A persistent gap in completion between IMD 1 and IMD 5 students.	10.9%	R6, R1, R7, R8, R9, R10, R11
6. A fluctuating gap in completion between FSM eligible students and ineligible students.	7.8%	R6, R1, R7, R8, R9, R10, R11
7. An increasing gap in completion between ABCS 1 and ABCS 5 students.	22.5%	R6, R1, R7, R8, R9, R10, R11
8. An increasing gap in completion between TUNDRA 1 and TUNDRA 5 students	5%	R6, R1, R7, R8, R9, R10, R11

Attainment:

Demographic and deprivation trends:

Attainment of First and 2:1-degree classifications rose at Leeds Beckett University during the pandemic and has now returned to pre-pandemic levels. We do not have an attainment gap for mature students or those students who report a disability, with both achieving a higher classification than their peers. However, our attainment gap for students of ABMO ethnicities to students of white ethnicities is persistent and wider than the national gap. This is especially the case for Asian and Mixed ethnic students. Similarly, the attainment gap between male and female students is significantly higher than the national gap, with male students achieving lower classifications than female students.

Turning our attention to deprivation, we note persistent large gaps in attainment for students from the most deprived or underrepresented neighbourhoods (IMD, TUNDRA, FSM). Whilst not all of these represent gaps larger than the national average, the relative size of the attainment gap warrants inclusion in our APP.

Intersectional analysis:

Intersectional attainment gaps are more clearly delineated by ethnic groups and sex. Therefore, students from ABMO ethnicities and male students have lower attainment rates than students of white ethnicities and female students, regardless of deprivation status.

Attainment Indicators of Risk:	Target (% gap) 2029	EORR Risks
9. A persistent gap in attainment between students of ABMO ethnicities and students of white ethnicities.	13.1%	R6, R1, R7, R8, R9, R10, R11
10. A persistent gap in attainment between male and female students.	4.5%	R6, R1, R7, R8, R9, R10, R11
11. A persistent gap in attainment between IMD 1 and IMD 5 students.	16.2%	R6, R1, R7, R8, R9, R10, R11
12. A persistent gap in attainment between FSM eligible and ineligible students.	9.5%	R6, R1, R7, R8, R9, R10, R11
13. A widening gap in attainment between TUNDRA 1 and TUNDRA 5 students.	6.3%	R6, R1, R7, R8, R9, R10, R11

Progression:

Demographic and deprivation trends:

Graduate progression rates have improved since 2018-19. There are no consistent gaps for mature students, male students, or students reporting a disability. Although we do note that graduates with mental health disabilities are the group with the lowest progression outcomes from those reporting a disability. This will therefore be something we will continue to monitor and will be supported through our 'whole provider' approach to supporting student mental health.

Progression support contributed towards our Mental Health Charter accreditation and will continue to do so through our institutional Mental Health Charter working group.

Our data clearly demonstrates a widening progression gap for ABMO ethnicities in comparison to students of white ethnicities, which is significantly above the national average. Further analysis demonstrates that it is our Black and Asian students with the largest progression gap. Therefore, ethnicity will be reflected in our progression indicators of risk.

Comparably, we note a widening progression gap for students who originate from areas of deprivation (IMD 1), which is now marginally above the national average. There are some persistent gaps for students in other deprivation related groups (ABCS, TUNDRA and FSM) but these are below the national average. As such, whilst IMD will be an area of focus for our progression interventions, other deprivation groups do not feature in our objectives but will remain under scrutiny during the lifecycle of this plan.

Intersectional analysis:

Intersectional progression gaps have worsened for students across our ABMO ethnicities who are from the most deprived backgrounds (IMD 1 and POLAR 1), in comparison to students from white ethnicities who have the same indicators of deprivation. Conversely, there is no difference in progression outcome for ABMO students from a more affluent background (IMD/ POLAR), compared to students of white ethnicities from the same background.

Progression Indicators of Risk:	Targets 2029	EORR Risks
14. A fluctuating gap in progression between ABMO ethnicities and white ethnicities.	3.2%	R12, R1, R2, R6, R7, R8, R9, R10, R11
15. An increasing gap in progression between IMD Quintile 1 and IMD Quintile 5 students	8.6%	R12, R1, R2, R6, R7, R8, R9, R10, R11

3. Objectives:

From our 15 'Indicators of Risk' we have identified three core objectives which have informed the intervention strategies within this APP:

Objective 1: Access

To reduce the access gap for mature students and students from Asian, Black, Mixed and Other ethnicities, whilst recognising intersectional impact upon access. We will achieve this through learning from shared best practice from across the sector; embracing internal and external partnerships to develop targeted and differentiated interventions; growing impactful outreach; growing attainment across our local communities; and building responsive and flexible practice.

Objective 2: Completion & Attainment

To reduce the completion and attainment gaps identified between male and female students, students from Asian, Black, Mixed and Other ethnicities, and students from socio-economic disadvantaged backgrounds, whilst recognising and monitoring intersectional impact. We will achieve this by enabling our academic community to enhance our inclusive curriculum and assessment; building a stronger sense of belonging and community for our students (working in close collaboration with our Students Union); and focusing on integrated mental health and wellbeing support across the curriculum and as part of the whole student lifecycle.

Objective 3: Progression

To reduce the progression gap for students who originate from IMD (quintiles 1) areas, and students from Asian, Black, Mixed and Other ethnicities whilst recognising and acknowledging intersectional impact upon progression. We will achieve this by working across internal and external partnerships to develop university curriculum infrastructure; providing individualised and differentiated support; facilitating and diversifying access to employment opportunities; and challenging / supporting inclusive employer recruitment.

4. Intervention strategies and expected outcomes:

Below, we include details of our intervention strategies in response to the indicators of risk we have identified and their associated objectives. Further details of these strategies, their rationale and their evaluative methods can be found in Annex B. Our evaluation methods have been cross referenced with the OfS 'Standards of Evidence and Evaluation'¹², defined as:

Evaluation Type	Description
Type 1 (T1): Narrative	Evaluation evidence will provide a narrative of a coherent theory of change and rationale for the interventions.
Type 2 (T2): Empirical Enquiry	Evaluation evidence will collect data that will evidence contribution towards better outcome for those who have engaged in the interventions (correlation but not causality).
Type 3 (T3): Causality	Evaluation evidence will demonstrate direct causality of interventions with better outcomes.

Intervention Strategy 1 (IS1): Access

Objective and targets:	
To reduce the access gap for mature students and students from Asian, Black, Mixed and Other ethnicities, whilst recognising intersectional impact upon access. We will achieve this through learning from shared best practice from across the sector; embracing internal and external partnerships to develop targeted and differentiated interventions; growing impactful outreach; growing attainment across our local communities; and building responsive and flexible practice.	
Target: To reduce identified access gaps to national comparator levels, or better (numerical targets as above).	By: 2029

¹² <https://www.officeforstudents.org.uk/advice-and-guidance/promoting-equal-opportunities/evaluation/standards-of-evidence-and-evaluation-self-assessment-tool/>

Leeds Beckett University Indicators of Risk	Links to Equality of Opportunities Risk Register (EORR)
<ol style="list-style-type: none"> 1. A persistent gap in access for ABMO ethnicities relative to national rates. 2. A persistent gap in access for mature students relative to national rates. 	Risk 1: Knowledge and skills Risk 2: Information Advice and Guidance Risk 3: Perception of higher education Risk 4: Application success rates

IS1 Summary of evidence base and rationale:

IS1 Builds upon our existing successes, our understanding of external research, and the expectations as set out by the OfS. This intervention strategy is captured through four core themes. The interventions that are contained within them are a blend of adaptations to existing practice to better target the student populations identified in our assessment of performance; and new activities which we will develop over the four years of this plan.

1. Targeted and differentiated interventions:

This programme of initiatives builds primarily on two of our most impactful collaborative interventions and is supported by Transforming Access & Student Outcomes (TASO) validated and Higher Education Access Tracker (HEAT) evaluation methods. The Progression Module and UJIMA initiatives seek to raise student aspirations, and access through structured interventions. In addition, they support the professional development of school and college staff through integrated staff training and development to support progression pathways into higher education. The initiatives demonstrate collaborative partnerships with other universities (University of Huddersfield), and feeder schools and colleges. These interventions have already proven impactful to improve access to higher education. However, we will review our approach to ensure our programmes are targeting the right schools and colleges based upon our understanding of student demographics; and are developed in partnership with school and college teaching staff to ensure we maximise the impact upon our target student populations' needs.

Collaborations: Other universities, feeder schools and colleges, academic schools, student wellbeing.

2. Growing impactful outreach:

These interventions build on our core outreach activities but will be targeted to ensure we are engaging the right schools to impact successfully upon our target student characteristics. The interventions incorporate three distinct strands of activity – school and college (student) development workshops; teacher training and CPD; and on campus insight events.

Collaborations: Feeder schools and colleges, teachers, Leeds Beckett University student ambassadors, academic schools

3. Growing attainment across our local communities:

Capitalising on our anchor position across our region and recognising the attainment challenges we face in West Yorkshire, these activities demonstrate our commitment to continuing to raise attainment across the communities in which we operate. The BTEC mentoring and 'Let Leeds Read' interventions offer attainment raising and aspiration building mechanisms to support students at KS1, KS2 and KS4. Providing content / resources, on campus visits, and effective student role modelling to inspire school-age children in targeted schools will allow us to support attainment. Building on existing practice, these interventions will be targeted within areas in which we know they will reach the intended student characteristic groups, working in partnership with our partner schools, teachers and students.

Collaborations: Partner schools, academic schools, Leeds Beckett University student ambassadors.

4. Building flexible/ responsive provision – enabling mature learners:

These interventions are centred on enabling responsive flexible provision which will attract mature students to Leeds Beckett University, whilst also taking a mature student-informed approach to pre-entry support, and inclusive practice across our schools. Understanding our regional 'Access to Higher Education' provision will inform a differentiated approach to addressing the gaps identified in our assessment of performance. Finally, a proactive approach to external engagement and business development will allow for us to drive growth in our flexible provision which responds to employer needs for staff training, upskilling and development, with a potential to impact upon the growth of our mature learner populations.

Collaborations: Partner schools/ colleges, external stakeholders and organisations, 'Access' tutor networks, Degree Apprenticeship team.

IS1 Intervention strategy:

Activity	Inputs	Outcomes	Cross Intervention Strategy?	Evaluation Type & Methods
<p>Activity 1: Targeted and differentiated interventions.</p> <p><i>To deliver a programme of targeted interventions which support increased awareness of higher education and options available in higher education for target student populations.</i></p> <p>Target student groups: ABMO students and IMD 1&2 – recognising the intersectional connectivity across IMD and ABMO students.</p> <p>1.1 Progression module: An accredited and collaborative Year 12 compact scheme primarily for students in West Yorkshire. Supporting c.1000 students with applications to higher education, and CPD for school teaching staff through annual training and 1:1 support.</p> <p>1.2 UJIMA Programme: A residential summer school programme exclusively for students identifying as having Black African or Black Caribbean descent to increase confidence and sense of belonging in a university environment. Support c.40 students annually, and includes academic sessions to build skills, knowledge and networks within the University.</p>	<p>Resource creation – online and printed.</p> <p>Staff time.</p> <p>Student ambassadors.</p> <p>External speakers.</p> <p>Academic school’s taster sessions.</p> <p>Two-night residential programme.</p> <p>TOTAL (per annum): £111,000</p>	<p>At the end of the programme, participants are more able to make an informed choice about higher education with the skills and knowledge to submit a high-quality application.</p> <p>This will lead to an increase in the recruitment of local students from target demographics through sustained and structured work with this cohort.</p> <p>Participating students will achieve:</p> <ul style="list-style-type: none"> - Increased knowledge of higher education pathways, and application processes. - Increased confidence in applying for higher education. - Increased employability skills. - Increased sense of belonging and growth of networks to develop a positive association with higher education. 	<p>IS2.2, IS3.1, IS3.2</p>	<p>T2 – Empirical Enquiry</p> <p>Assessing the measurable outcomes (theory of change) through pre, and post intervention surveys (TASO validated).</p> <p>T-test statistical analysis – comparative study of outcome for participating students.</p> <p>Tracking the impact of interventions through the Higher Education Access Tracker (HEAT) database.</p>

Activity 2: Growing impactful outreach.

Working in partnership with schools to evolve our outreach programme to maximise impact, address student needs and ensure we are delivering these initiatives in the right schools to grow access to higher education within the target student populations.

Target student groups: ABMO and IMD 1 students – recognising the intersectional connectivity across IMD and ABMO students.

2.1 Student development workshops: delivering, refining and developing our programme to be delivered in schools and colleges to raise awareness of higher education and pathways, with a view to engaging the right schools to impact upon our target student groups.

2.2 Teacher training and CPD: Developing and delivering a series of toolkits, lesson plans, training and resources to enable teachers in targeted feeder schools to support student career development and understanding of the higher education landscape.

2.3 On campus events and insight days: Building, refining and developing our ‘on campus’ events to offer a unique insight into our subject portfolio through working in partnership with identified feeder schools to address barriers to access for our target student populations.

Staff time.
 Student ambassadors.
 Development and delivery of programme and workshops.
 On campus resource and facilities.
 Academic content.
 Links to third sector organisations.
 Teacher continuous professional development resources.
**TOTAL (per annum):
 £251,000**

Actively addressing the West Yorkshire regional attainment gap. Students from targeted demographics experience increased attainment and identification with higher education pathways through building networks and subject knowledge (academic capital).
 Targeted students develop a greater awareness of career pathways and the value of higher education in realising ambitions.
 Increased sense of belonging for targeted student demographics through on campus experiences and networks.
 Increased motivation for participating students to engage with and succeed at KS4&5.
 Increased engagement with target schools, and subsequent increase in application/ access rates for target student populations.

IS2.1, IS2.2, IS3.1, IS3.2, IS3.3.

T1 – Narrative
 Use of internal and external data to ensure effectiveness of targeted activities to engage target schools with high ABMO populations.
 Qualitative feedback from students and teachers to inform the impact on participants knowledge and understanding of HE.
 Pre and post activity survey’s (TASO validated).

Activity 3: Growing attainment across our local communities.

Evolving and extending our attainment programmes with our partner schools. Where appropriate, to increased focus on targeting initiatives within schools with a high proportion of student characteristics identified in our assessment of performance.

Target Student Groups: *ABMO and IMD 1 students – recognising the intersectional connectivity across IMD and ABMO students.*

3.1 BTEC Mentoring: This initiative will bring together year 10 and 11 students with students from Leeds Beckett University and facilitate visits to campus to increase sense of belonging. We will seek to expand the programme to target school with a high proportion of ABMO learners.

3.2 ‘Let Leeds Read’ primary phonics and maths programme: Using our primary education students at Leeds Beckett University to support and deliver small group sessions within identified primary schools. We will review our partnership schools as part of this activity to assess impact year on year.

30 in school sessions.
Facilitate weekly 1-2-1 sessions over a 6-week period (phonics and maths).
On-campus visit for participants to consolidate confidence and learning.
Creation of resources/activities.
Staff time.
Student mentors.
**TOTAL (per annum):
£97,000**

Participating students subject-based skills will improve including meta-cognition, subject-based vocabulary, and research (BTEC Mentoring).
Participating students will foster connections between their current study and future career (BTEC Mentoring).
Addressing the West Yorkshire regional attainment gap - increased attainment and engagement levels for participating pupils within the school environment.
Students engaged in the ‘Let Leeds Read’ initiative will increase:

- Fluency in phonics.
- Confidence in reading.
- Enthusiasm for reading outside of the classroom.
- Interest and confidence to discuss mathematical problems.

IS3.2

T1 – Narrative; T2 – Empirical Enquiry

Assessing the measurable outcomes (theory of change) through pre and post intervention surveys, with participating students (TASO validated).

T-test statistical analysis – comparative study of outcome for participating students.

Using school data to assess pre and post intervention learning gain.

Qualitative feedback evaluation from teaching staff.

Activity 4: Building responsive provision and inclusive practice – enabling mature learners.

Proactively targeting our interventions to support increased access through a deeper understanding of the barriers facing mature learners and enhancing inclusive recruitment practices. Capitalising on our flexible provision to grow our mature learner student cohorts through effective external engagement and business development.

Target student groups: *Mature students*

4.1 Targeted support and engagement: We will develop a suite of presentations and workshops to target within regional FE providers offering ‘Access to HE’ provision. This will include support for assessing course suitability (reviewing prior qualifications), application processes and interviews.

4.2 Inclusive recruitment: We will conduct an internal review of entry requirements on key courses to ensure no unintended barriers to entry are preventing application or enrolment. This will be informed in partnership with mature student feedback to gain a depth of understanding as to application barriers.

4.3 Flexible provision and business development: We will work with colleagues across the Degree Apprenticeship team and academic schools to support impactful external partnerships which support the access and traction of our flexible provision for mature students.

Staff time (widening participation, academic, admissions).
 Academic expertise (interview support).
 In college workshop and events.
 Business development within Degree Apprenticeship team.
 Business Development within academic schools.
**TOTAL (per annum):
 £11,000**

Students from local ‘Access to HE’ provision will have greater understanding of university and Leeds Beckett University application processes with increased confidence in their ability to submit applications and (where relevant) attend interviews.
 Increased success rates for mature students when applying to study at Leeds Beckett University.
 Increased academic confidence in supporting inclusive recruitment practice across our targeted academic schools.
 Growth of employer engagement with continuous professional development and degree apprenticeship provision to support employee and regional skills development more broadly.

IS2.1, IS2.2, IS2.3, IS3.1, IS3.3, IS3.4

T1 – Narrative; T2 – Empirical Enquiry

Tracking mature learner success rates at interview.
 Pre and post intervention learning gain from students on targeted Access courses.
 Qualitative feedback from academic colleagues and targeted colleges/ teachers.

Total Investment (over 4 years)

£1,880,000

IS1 Evaluation:

IS1 incorporates learning gain assessment of participants who are engaged in our interventions, as well as a blend of qualitative and quantitative evaluation to understand the value proposition of our interventions across key stakeholders including prospective student, teaching staff, our own academic colleagues and external partners. Each intervention strategy will be monitored through assessment of performance against our targets and milestones. In addition, our intervention activities will be evaluated individually to assess their impact in accordance with our evaluation strategy below (section 6). Details of our evaluation will be shared internally and externally to build institutional and sector best practice (as written in Annex B), as well as formally through our governance structure via our Academic Quality Standards Committee, Academic Board and Board of Governors.

Intervention Strategy 2 (IS2): Completion & attainment

Objective and targets:	
To reduce the completion and attainment gaps identified between male and female students, students from Asian, Black, Mixed and Other ethnicities, and students from socio-economic disadvantaged backgrounds, whilst recognising and monitoring intersectional impact. We will achieve this by enabling our academic community to enhance our inclusive curriculum and assessment; building a stronger sense of belonging and community for our students (working in close collaboration with our Students' Union); and focusing on integrated mental health and wellbeing support across the curriculum and as part of the whole student lifecycle.	
Target: To reduce identified completion and attainment gaps to national comparator levels, or better (numerical targets as above).	By: 2029

Leeds Beckett University Indicators of Risk	Links to Equality of Opportunities Risk Register (EORR)
<ol style="list-style-type: none"> 1. A persistent gap in completion and attainment between ABMO students and students of white ethnicities. 2. A persistent gap in completion and attainment between male and female students. 3. A persistent gap in completion and attainment between IMD 1 and IMD 5 students. 4. A fluctuating gap in completion and persistent gap in attainment between FSM eligible students and ineligible students. 5. An increasing gap in completion between ABCS 1 and ABCS 5 students. 	<ul style="list-style-type: none"> Risk 1 – Knowledge and Skills Risk 6 – Insufficient Academic Support Risk 7 – Insufficient Personal Support Risk 8 – Mental Health Risk 9 – Ongoing impact of coronavirus Risk 10 – Cost Pressures Risk 11 – Capacity issues

6. An increasing gap in completion and attainment between TUNDRA 1 and TUNDRA 5 students.	
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IS2 Summary of evidence base and rationale:

IS2 is informed by research from Advance HE (supported by wider sources) which suggests that student engagement, together with a targeted suite of interventions in terms of curriculum content, management, and assessment, have the most impact in terms of supporting students from a diverse range of backgrounds. In particular, student engagement with learning is itself, a factor which supports retention, while active learning is a significant factor in supporting achievement. This is further evidenced through our own internal analysis of student outcomes, which indicates that there is a significant correlation between students who fail and repeat elements, or levels of their course, with a reduced likelihood for completion. This intervention strategy therefore incorporates institutional course infrastructure and design, with academic development, and accountability for inclusive practice; in addition to a whole student lifecycle approach to student community and belonging. In adopting an approach which will support our whole student community, we recognise that these interventions could positively impact upon completion and attainment for our whole student body, with limited real term impact upon the completion and attainment gaps between different student characteristics and demographics. We will therefore monitor closely these gaps as we implement these interventions and seek to adapt our plans accordingly where this appears to be the case. Building on these principles and our university infrastructure, the resultant activities contained in this intervention strategy can be summarised through three key themes:

1. Understanding what works and enabling the academic community:

This programme of enhancements will be centred on the development of a depth of understanding and analysis of our modules and student demographics. It will then build upon tools and academic best practice as developed by our Centre for Learning and Teaching (CLT) and will utilise these to embed inclusive course design and assessment into our annual monitoring processes. Good practice will be shared through CLT and our Development of Excellent Academic Practice (DEAP) Programme, ensuring a responsive training and development programme for academic colleagues, informed by the needs of our students and course design/ module analysis.

Collaborations: Academic schools, Centre for Learning & Teaching (CLT), Academic Quality Enhancement (AQE), Strategic Insights and Business Analysis (SIBA).

2. Building student sense of belonging and community:

Analysis of our modules reveals two extremes in terms of module delivery. On the one hand, we have around 38% of modules with fewer than nine students registered on them. On the other, we have a small number where single modules feed into large groups of courses, resulting in module sizes of over 500. Neither of these is ideal as students can become alienated (in different ways) in both scenarios. Furthermore, we have been working alongside colleagues in the Students' Union (SU) for some time, with some specific project work (such as the project - "From A to B-longing" -

developed in our Leeds Business School). This project seeks to understand what builds successful community identity and support students' sense of belonging. These interventions will build on our findings and understanding of what works, to further deepen our collaboration across our University and the SU to drive greater student community and belonging, and as a part of our course design. Much of our academic focus in supporting completion and attainment is on course coherence and identity. Alongside this, it is vital that we establish student communities (of whatever form) which support belonging and make students feel fully engaged with their social, as well as academic, communities.

Collaborations: Students Union, academic schools, Centre for Learning & Teaching (CLT), Academic Quality Enhancement (AQE), Strategic Insights and Business Analysis (SIBA).

3. Improving student mental health and wellbeing to support learning and attainment:

The OfS Insight Briefing, 2019: '*Mental Health: Are all students being properly supported*' suggested that students who reported a mental health condition have lower continuation, attainment and progression rates than those without. Whilst disability has not been flagged in our assessment of performance across the student lifecycle, of those who are registered with a disability we note that those suffering mental health problems are disproportionately negatively impacted (as evidenced in Annex A). We also recognise that not all mental health conditions are registered. It is right therefore, that we should focus on mental health as part of this intervention strategy.

We will build upon our whole university approach to supporting the mental health of our University community to offer interventions targeted at identified student demographics to improve completion and attainment rates; and to develop / strengthen partnership work across our University's professional services and academic communities. Our school wellbeing practitioners are qualified mental health professionals and experienced teachers, based in student services, who work closely with our schools to develop and deliver bespoke psychoeducation that is relevant to course content and cohort identity. Since their introduction in 2022, this team have made significant progress however, this is uneven across the schools, with almost 100% coverage in some and less than half in others. The University Wellbeing Strategy is supported by a Wellbeing Improvement Plan led by a cross-university working group drawn from schools, professional services and the SU. Our progress has resulted in Leeds Beckett University receiving a University Mental Health Charter Award for the development and implementation of our whole university approach to mental health.

These enhancements build on our experience to date, to further embed and scale mental health support, with the objective of supporting students to successfully navigate their learner journey with us, complete their studies, and thereby increase attainment.

Collaborations: Students Union (SU), academic schools, Centre for Learning & Teaching (CLT), student wellbeing, professional services (across our University).

IS2 Intervention strategy

Activity	Inputs	Outcomes	Cross intervention strategy?	Evaluation type and methods
<p>Activity 1: Enabling the academic community. <i>Embedding inclusive course design/ assessment tools, and research informed, responsive academic development programme.</i></p> <p>Target student groups: <i>Male students, and students from ABMO and disadvantaged backgrounds.</i></p> <p>1.1 Understanding our student demographics and differentiation across our portfolio: Utilising our data capabilities to analyse and cross reference module outcomes. This will enable identification of, and response to school, subject and course-level challenges.</p> <p>1.2 Understanding and redefining course and module delivery to promote success: Through module analysis we will identify the barriers to success that students in our target groups may experience. We will task teaching teams to consider what aspects of design and delivery are affecting success and share good practice where this is identified.</p> <p>1.3 Increased emphasis on the use of the Inclusive Course Design Tool (ICDT) at course level: Building on our ICDT, to embed inclusive practice course self-evaluation and action planning as a standard and integrated process. This will incorporate a focus on inclusive assessment strategies, utilising our inclusive assessment guidelines in conjunction</p>	<p>Training and development supported by Centre for Learning and Teaching (CLT).</p> <p>Staff time - Academic Quality Enhancement (AQE), and Strategic Insights and Business Analysis (SIBA) Team.</p> <p>Academic Staff time to action module analysis outcomes.</p> <p>Integration with the Development of Excellent Academic Practice (DEAP) programme.</p> <p>Scoping and purchase of additional functionality.</p>	<p>Increased staff engagement with inclusive practice principles of curriculum development evidenced through engagement with self-analysis and integration in university structures – annual monitoring.</p> <p>Increased student attendance and engagement with curriculum.</p> <p>Increased completion and attainment rates through reducing fail and repeat rates across courses.</p>	<p>IS1.2, IS1.4, IS3.1, IS3.2</p>	<p>T1: Narrative; T2: Empirical Enquiry</p> <p>Monitoring academic engagement with training/ development and the ICDT.</p> <p>Monitoring the impact upon student engagement with their studies.</p> <p>Qualitative feedback and case studies – staff and students.</p> <p>Tracking student success</p>

<p>with the ICDT to identify course level / module level improvements and actions.</p> <p>1.4 Promoting attendance and responding to lack of attendance: Full implementation, extension and roll out of our SEAtS attendance tracking system will enable colleagues to effectively track and monitor student attendance as early (and constructively) as possible, enabling a responsive academic community (and needs analysis) through effective tracking of student engagement.</p> <p>1.5 Developing and embedding inclusive practice training and development: We will use internal and external research of inclusive practice and our internal infrastructures to enable continuous enhancement and course development through training and development for our academic community.</p>	<p>TOTAL (per annum): £54,000</p>			<p>rates for targeted courses – annual good standing processes.</p>
<p>Activity 2: Building student sense of belonging and community.</p> <p><i>Working in partnership across the University to build on our work to establish a strong student community, both across their subject discipline, and the whole student lifecycle, to enhance student sense of belonging.</i></p> <p>Target student groups: Male students, and students from ABMO and disadvantaged backgrounds.</p> <p>2.1 Enhancing course coherence and identity: Using our module analysis to identify and share best practice to promote coherence and community. We will seek to reduce the volume of modules to allow for the development of more flexible provision, which will further support students with complex lives outside of university.</p>	<p>Staff Time – module analysis by SIBA and AQE, module development and design by CLT.</p> <p>Development of training for teaching teams.</p> <p>Staff time - academic teaching teams course development work.</p> <p>Staff time -Students' Union to drive student engagement</p>	<p>Increased student attendance within the curriculum and whole student lifecycle across the target student demographics.</p> <p>Increased academic engagement in the development of course content in response to module analysis.</p> <p>Reduction in volume of modules to support student community and belonging.</p>	<p>IS1.1, IS1.2, IS1.4, IS3.1, IS3.2</p>	<p>T1 – Narrative; T2 – Empirical Enquiry</p> <p>Reporting student engagement with their course and capturing qualitative evidence of student sense of belonging due to adaptations in course design.</p>

<p>2.2 Partnership working with Students' Union - enhancing community and identity across courses and subjects: Building on the findings from our own internal collaborative research project led by our Business School in partnership with our SU <i>'From A to B-Longing'</i> - to further develop this work with a targeted focus on course and subject societies, volunteering activities, and peer-support and learning.</p>	<p>with co- and extra-curricular opportunities. TOTAL (per annum): £54,000</p>	<p>Increased engagement with SU driven extra-curricular opportunities - student societies and community focused activities. Increased rates of completion and attainment across target student demographics because of increased sense of belonging.</p>		<p>Capturing qualitative and quantitative evidence of impact upon student engagement and sense of belonging across the student experience for target demographics. Qualitative feedback and case studies.</p>
<p>Activity 3: Improving student mental health and wellbeing to support learning and attainment. <i>Focusing on our student and whole university community mental health; embedding and establishing our practices within the university infrastructure.</i> Target student groups: <i>Male students, and students from ABMO and disadvantaged backgrounds.</i> 3.1 Embed psychoeducation into all academic courses: We will enhance the relationship between central professional support and courses – embedding psychoeducation within our curriculum to build further collaboration with a view to reaching 100% of courses by 2029.</p>	<p>Creation of psychoeducational resources to support integration of mental health support across all courses. Staff time – CLT teaching and learning development materials.</p>	<p>Clear demonstration through evaluation of positive impact of psychoeducation on student knowledge and understanding of wellbeing, and its relationship to learning; and confidence in their ability to manage their wellbeing.</p>	<p>IS1.4, IS3.1, IS3.2</p>	<p>T1 – Narrative; T2 – Empirical Enquiry Capturing qualitative and quantitative evidence of student engagement, and attendance within targeted courses with integrated</p>

<p>3.2 Enhance the mental health and wellbeing of the Leeds Beckett University community, to improve belonging, learning, completion & attainment: adopting a “whole university” approach to mental health and wellbeing, building on the work that enabled us to achieve our Mental Health Charter and ensuring that our Wellbeing Improvement Plan is widely disseminated and embedded in all areas.</p>	<p>Staff time – student Services mental health practitioners and evaluation of impact.</p> <p>Staff time – mental health charter group.</p> <p>TOTAL (per annum): £50,000</p>	<p>Increased use of central wellbeing professional services by academic community and target student demographics.</p> <p>Achieving the University Mental Health Charter Award with Merit by July 2028.</p> <p>Improved mental health and wellbeing of the University community.</p>		<p>mental health support.</p> <p>Tracking student number engagement with university mental health services.</p> <p>Monitoring completion and attainment rates across targeted courses.</p>
<p>Total Investment (over 4 years)</p>		<p>£632,000</p>		

IS2 Evaluation:

IS2 will use mixed methodologies of qualitative and quantitative analysis to assess engagement with our interventions and the impact upon academic practice, student sense of belonging, and wellbeing pre and post intervention. Each intervention strategy will be monitored through assessment of performance against our targets and milestones. In addition, our intervention activities will be evaluated individually to assess their impact in accordance with our evaluation strategy below (section 6). Details of our evaluation will be shared internally and externally to build institutional and sector best practice (as written in Annex B), as well as formally through our governance structure via our Academic Quality Standards Committee, Academic Board and Board of Governors.

Intervention strategy 3 (IS3): progression

Objective, targets and risks:	
To reduce the progression gap for students who originate from IMD (quintiles 1) areas, and students from Asian, Black, Mixed and Other ethnicities whilst recognising and acknowledging intersectional impact upon progression. We will achieve this by working across internal and external partnerships to develop university curriculum infrastructure; providing individualised and differentiated support; facilitating and diversifying access to employment opportunities; and challenging/ supporting inclusive employer recruitment.	
Target: To reduce identified progression gaps to national comparator levels, or better (numerical targets as above).	By: 2029

Leeds Beckett University Indicators of Risk	Links to Equality of Opportunities Risk Register (EORR)
<ol style="list-style-type: none"> 1. A fluctuating gap in progression between ABMO ethnicities and white ethnicities. 2. An increasing gap in progression between IMD Quintile 1 and IMD Quintile 5 students 	<p>Risk 1 – Knowledge and Skills Risk 2 – Information and Advice Risk 6 - Insufficient Academic Support Risk 7 – Insufficient Personal Support Risk 8 – Mental Health Risk 9 – Ongoing Consequences of Covid Risk 10 – Cost Pressures Risk 11 – Capacity issues Risk 12: Progression from Higher Education</p>

IS3 Summary of evidence base and rationale:

IS3 is informed by sector best practice including those advocated through AGCAS and Advance HE; through review and evaluation of targeted interventions including those funded through the OfS Challenge Competition, and evidence informed practice and evaluation by TASO. Alongside these external insights, we have drawn on practice and evaluation evidence from the implementation of our previous plan and from significant enhancements in our employability data sets which have enabled the profiling of the targeted populations throughout their learner journey, and at course completion. This data has enhanced the contextual understanding of our student body and their needs. Our progression interventions will be delivered through the

structural approach which we have adopted across all our employability services to ensure target student populations are a core consideration in all that we do - categorising our interventions as:

- **Inclusive:** ensuring our programme of co/extra-curricular activity are accessible for all our students.
- **Exclusive:** developing interdisciplinary interventions that take positive action to respond to unconscious barriers disproportionately affecting student characteristic groups, and that prioritise those students for participation.
- **Targeted:** developed with specific cohorts in mind – combining student characteristics, with our understanding of Graduate Outcomes and identified progression gaps.

The resultant activities within this intervention strategy can be summarised through four themes:

1. Curriculum learning and enhancement:

This programme of enhancements would be informed by, and focus on, embedding pedagogies for employability that develop skills and experience linked to positive progression outcomes. (Advance HE, 2021; Daubney, 2022). A central facet of this activity will be the contribution of students from ABMO and IMD 1&2 students, through co-creation design approach (Katz, 2021) which should result in a positive impact on student mental health (OfS, 2022). This thematic strand builds on our work within our School of Education, and in developing support to enable our academic community to effectively embed impactful employability provision across the curriculum.

Collaborations: Academic schools, Centre for Learning & Teaching (CLT), Academic Quality Enhancement (AQE), student wellbeing, people development.

2. Individualised support:

This programme of activities includes enhancing existing activities, and the creation of new support structures that facilitate an individualised, student centred approach to progression which improves students psychological, social and identity capitals (TASO, 2020, Advance HE, 2021, Coleman, 1990, Tomlinson 2017). These interventions capitalise upon existing structures within the university to provide focused and impactful support across our University infrastructure, whilst building effective role modelling, which raises aspirations.

Collaborations: Academics, internal departments, regional sector EDI networks, employer partners, Students' Union.

3. Access to work opportunities:

These activities will support the generation of opportunities that increase the career and work readiness of students, and recent graduates, in the target population. The opportunities will be supported with access to exclusive funding available to enable students to engage; in addition to pre-experience onboarding and post experience reviews – both factors identified as impacting retention and completion. (Qayyum et al, 2019; OfS, 2020,

Advance HE, 2021). The initiatives build on internal good practice and evidence; and draw on sector best practice (OfS 2021, Gateway to Growth, University of East Anglia, 2021; Graduate Internships, Teesside University, 2020).

Collaborations: External partners (employers offering opportunities); and internal partners to support the growth of internal student opportunities (HR).

4. Employer EDI practices – inclusive recruitment:

A partnership approach to engagement with employers that pledges joint commitment to equality, diversity, and inclusion and positively influences practice through all stages of student-employer interaction to address barriers – real or perceived – for students from the target population (Sutton Trust, 2020). These interventions build on existing good practice of promoting diversity in our employer interactions, in addition to driving new inclusive practice support services for external stakeholders.

Collaborations: Employers, external EDI networks (AGCAS/ ISE/ ASET), Yorkshire Universities (Graduate Implementation Group), and regional organisations (Go Higher West Yorkshire, West Yorkshire Combined Authority, Leeds City Council).

IS3 Intervention strategy

Activity	Inputs	Outcomes	Cross intervention strategy?	Evaluation type and methods.
<p>Activity 1: Curriculum learning and enhancement.</p> <p><i>Deliver a programme of curriculum enhancement targeted to subject areas identified through our analysis of longitudinal progression gaps.</i></p> <p>Target student groups: IMD 1&2 and/or ABMO students from those subject areas with significant Graduate Outcomes differentials.</p> <p>1.1 Leeds Beckett University employability curriculum framework development: To deliver an academic toolkit with a suite of recommended employability pedagogies</p>	<p>Staff resource.</p> <p>Staff training and development cost.</p> <p>External facilitation with student groups (to mitigate institutional bias).</p> <p>Paid student resource for co-creational input.</p>	<p>Increased academic engagement with employability within the curriculum; and growth of embedded employability informed by needs of students within target demographics.</p> <p>Increased numbers of students in target programmes and</p>	<p>IS1.1, IS1.2, IS1.4, IS2.1, IS2.2, IS2.3</p>	<p>T1 – Narrative; T2 – Empirical Enquiry</p> <p>Qualitative evidence from students and academic colleagues in the development of an employability curriculum framework and its impact upon student career readiness.</p>

<p>and careers education messages at each level of student learning on undergraduate programmes</p> <p>1.2 Student informed integrated employability: We will deliver an extended pilot of the student co-creation approach we have tested in the School of Education, within subject areas in which we identify higher numbers of our target student population – to drive student belonging, community, and ownership of their employability development.</p> <p>1.3 Curriculum consultancy and enhancement: We will apply the developed employability curriculum framework and student co-creation approach (in identified target subject areas) to extend our consultation services with academic colleagues, embedded with a process of continuous improvement - review, practice reflections and refinements.</p> <p>1.4 Academic development: To develop and roll-out training for colleagues involved in curriculum design within Leeds Beckett University, incorporating the framework and student co-design principles. Working in partnership across the University including schools and Centre for Teaching and Learning (CLT).</p>	<p>Bursaries for students engaged in ongoing qualitative consultations and to provide student voice in staff training.</p> <p>Evaluation and impact.</p> <p>TOTAL (per annum): £55,000</p>	<p>demographics identifying at later stages of career readiness – linked to increase in Graduate Outcomes (Cobb, 2019, Osborn et al 2020).</p> <p>Positive outcomes for students engaged in coaching.</p> <p>NOTE: This work would extend beyond the 4-year plan to evaluate impact upon graduate outcomes metrics.</p>		<p>Capturing the learning gain of students – pre and post intervention.</p> <p>Career readiness comparator tracking for participating students.</p>
<p>Activity 2: Individualised support.</p> <p><i>Developing personalised employability support and raising aspirations through enhanced support structures which create role models, relationships, and connections.</i></p> <p>Target student groups: <i>Cross-institutional IMD1&2/ ABMO/disabled/mature and recognition of intersectional characteristics.</i></p>	<p>Systems - CRS data sharing and mentoring platform.</p> <p>Staff resources for development of toolkit for academic advisers and</p>	<p>Students from target demographics reflections on increased sense of belonging within Leeds Beckett, and increased career aspirations.</p>	<p>IS1.1, IS1.2, IS1.3, IS2.1, IS2.2, IS2.3</p>	<p>T1 – Narrative; T2 – Empirical Enquiry</p> <p>Qualitative and quantitative evidence of student engagement with interventions and</p>

<p>2.1 Targeted career development support: We will use insights into students' career readiness and characteristics to develop targeted support services. This includes a personalised digital offer and defined communication groups to raise awareness of and engagement in exclusive opportunities for ABMO and IMD 1&2 students (AGCAS, March 2024).</p> <p>2.2 Enabling existing infrastructures: We will capitalise on the existing Academic Adviser infrastructure to link support for academic outcomes (continuation, completion, attainment) with career progression. (Smith, 2016, cited in Advance HE, 2021).</p> <p>2.3 Career mentoring and role models: We will develop connections to professional networks and provide access to 1:1 career mentoring. This will take an intersectional approach to recognise the effectiveness of mentoring in supporting disabled students into work (TASO, 2022; Jones & Smith, 2022).</p> <p>2.4 Inspiring others: We will increase diverse student and graduate representation on campus to inspire target student characteristics. Story sharing of individuals from representative backgrounds including alumni will support effective role modelling (AGCAS, March 2024).</p>	<p>managing mentoring programme.</p> <p>Production of digital content and assets for online and on campus distribution.</p> <p>Mentor time.</p> <p>Evaluation and impact.</p> <p>TOTAL (per annum): £53,000</p>	<p>Students move towards greater career clarity in CRS stages.</p> <p>Increase engagement of target group students with careers activities and support packages linking to role models.</p> <p>Mentors and external partners reflect positively upon students' sense of direction and career aspiration.</p> <p>Increased academic confidence in supporting student career queries through existing infrastructure (academic advisers).</p> <p>Increased student engagement with targeted support services from target student demographics.</p>	<p>pre/post learning gain.</p> <p>Academic advisor engagement with our academic toolkit and qualitative feedback.</p> <p>Assessing impact upon student career readiness and progression pre and post intervention.</p>
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Activity 3 – Access to work opportunities.

Developing exclusive Leeds Beckett University work experience and professional development opportunities.

Target student groups: *Cross-institutional IMD1&2/ ABMO/disabled/mature and recognition of intersectional characteristics.*

3.1 On campus jobs: We will work with internal partners to develop impactful paid on-campus opportunities for target student demographics.

3.2 Experiential learning: We will developing a programme of professional development and workplace challenges to support inclusive and diverse student experiential learning – offering flexible experiential learning options to accommodate students’ external commitments and responsibilities.

3.3 Graduate transition support: We will extend our graduate transition / summer programme to support target students into meaningful highly skilled employment outcomes.

Staff time - opportunity development and processes.
Bursary payments.
System development – My Hub.
Development programme costings.
Evaluation and impact.

TOTAL (per annum): £217,000

Students and graduates develop work experience and insight that enhances their career thinking and preparedness for professional pathways – as evidenced in career readiness survey.
Students and graduates build confidence in the learning gained and in the value of the experience.
Employers recognise the value of engagement, and the value proposition graduates can offer their organisations.
Increase in highly skilled outcomes for target population.

IS1.4

T1 – Narrative; T2 – Empirical Enquiry

Qualitative and quantitative evidence including student learning gain pre and post intervention.

Assessing the impact upon student career readiness and progression surveys for identified initiatives.

External stakeholder qualitative feedback of services and value of student/ graduate contributions.

Activity 4: Employer EDI practices.

Working with our employer stakeholders to drive EDI focused employer engagement practices to stimulate growth of inclusive opportunities.

Target student groups: *Cross-institutional IMD1&2/ ABMO/disabled/mature, and recognition of intersectional characteristics*

4.1 Strategic EDI partnerships: We will focus on building strategic partnerships with employers who actively commit to supporting EDI and to monitoring outcomes.

4.2 Extended inclusive best practice resources to support for employers: We will develop and deliver guidance and resources for employers that supports the development of inclusive practice – in opportunity engagement, recruitment, and onboarding.

4.3 Assisted recruitment: We will provide additional support to employers and students through assisted recruitment approaches that provide coaching for students through the application process, and additional support through selection processes, for employers.

Staff time - for partnership and guidance work with employers; and for application coaching with students and graduates.

Involvement, support and consultation with our Employer Advisory Board to build understanding and co-creation of inclusive recruitment resources and support.

System development My Hub.

Evaluation & impact.

TOTAL (per annum): £52,000

Increase in proportion of target student population in highly skilled placements and graduate employment.

Employers reporting increased recruitment numbers in target population.

Employers reporting increased awareness and knowledge of inclusive recruitment practices.

Students reflecting positively on their experiences through recruitment and selection processes.

IS1.4

T1 – Narrative; T2 – Empirical Enquiry

Qualitative and quantitative feedback from external stakeholders regarding successfully diversifying workforce.

Assessing the impact for student demographics through tracking progression.

Qualitative analysis of inclusive practice experience for students and employers.

Learning Gain assessments pre and post intervention for employers and students.

Total Investment (over 4 years):	£1,508,000
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IS3 Evaluation:

IS3 will use mixed methodologies of qualitative and quantitative analysis to assess the impact of each distinct intervention and activity upon students and stakeholders. This will include stakeholder feedback, assessment of learning gain pre and post intervention, and use of our extended data sources to assess career readiness and progression. Each intervention strategy will be monitored through assessment of performance against our targets and milestones. In addition, our intervention activities will be evaluated individually to assess their impact in accordance with our evaluation strategy below (section 6). Details of our evaluation will be shared internally and externally to build institutional and sector best practice (as written in Annex B), as well as formally through our governance structure via our Academic Quality Standards Committee, Academic Board and Board of Governors.

5. Whole provider approach

An 'enabling environment'

Our values, Education Strategy and integrated approach to Equality Diversity and Inclusion (EDI) have created a collective endeavour which defines a whole provider approach at Leeds Beckett University. We have developed a strong 'enabling environment' which exhibits the four essential components: a clear institutional leadership commitment; a clear structure and governance; cultural adoption; and a data/ evidence led approach¹³.

1. Clear institutional leadership commitment:

Each member of our University's executive team holds responsibility for defined EDI objectives to strategically achieve our EDI aspirations. Our APP is an integral component and therefore has clear institutional leadership commitment and responsibility, which drives our collective, whole provider approach.

EDI sits at the heart of our vision for our students, staff and the wider communities in which we operate. 'Inclusivity' remains one of our six core values; and our EDI framework seeks to bring all facets of our EDI work into a whole provider approach which builds clarity of governance, monitors the impact of our activity, and builds a community across our University which embraces inclusivity, equality and equity. To that end EDI is a core component of the Leeds Beckett University Strategy and seven supporting plans (2021 - 2026).



Fig 1: Leeds Beckett University seven supporting plans for our strategic framework 2021-2026

We are proud that Leeds Beckett University has been accredited with three EDI Charter Marks including Athena Swan, the Race Equality Charter, and is one of the first seven universities to achieve the Mental Health Charter. Such recognition of our commitment to EDI is only possible through our ability to evidence a university-wide collective commitment across our staff and student communities – something which was acknowledged in our assessment for the University Mental Health Charter as sector leading:

'[Our initiatives] ...appear to be engendering a culture of confidence within academic colleagues around mental health and wellbeing and reducing the chances of students falling through the gaps. The focus of embedded wellbeing sessions, training academic staff, curriculum co-design, and working collaboratively to deliver tailored sessions for particular cohorts is sector leading and a truly proactive approach'

Our charter marks are central to our EDI commitments, and are overseen by our charter marks group, which is chaired by a member of our executive team (Pro Vice Chancellor). The group holds

¹³ Thomas, L. (2024) A whole provider approach to widening access and student success in higher education: Toolkit and guidance. York: Centre for Research on Education and Social Justice, University of York.

responsibility for the implementation of our charter mark action plans, to ensure a seamless and connected approach to inclusivity. Our charter mark group reports to our EDI Committee, chaired by our Deputy Vice Chancellor (Resources), which advises our Board of Governors on matters relating to EDI. It is through our EDI Committee that we will monitor the evaluation and impact of our interventions, surfacing institutional best practice and progress.

2. Clear structure and governance

With regards accountability, our Academic Quality Standards Committee (AQSC), chaired by our Deputy Vice Chancellor (Academic), monitors our academic standards and conditions of registration across our course portfolio, and as such hold's responsibility for our inclusive curriculum and progression outcomes across our schools. AQSC reports into our Academic Board, which is chaired by our Vice Chancellor (VC), and in turn reports into our Board of Governors, on which our Vice Chancellor sits as a governor and as our 'accountable officer'. It is this governance infrastructure through AQSC (informed by our EDI Committee, School Academic Committees and Recruitment Board), to Academic Board and finally to the Board of Governors where our reporting and accountability for our APP will be monitored. This cyclical structured approach will subsequently drive the strategic direction and implementation of our activities across the whole university community.

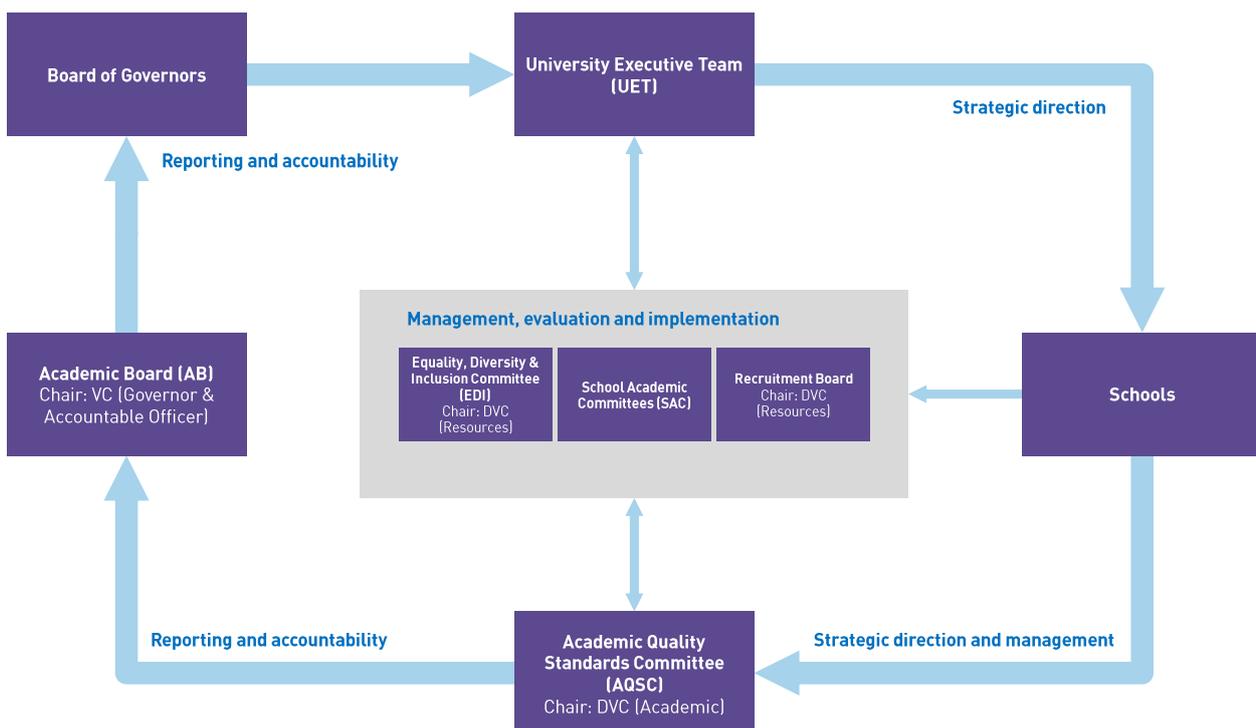


Fig 2: APP Institutional Leadership and Governance (A whole provider approach)

3. Cultural adoption:

Our governance infrastructure seeks to build a strong university-wide EDI culture, drawing together all facets of EDI and academic standards from within our University's strategic framework. Such integrated cultural ambitions are evident across our intervention strategies, through four identifiable common themes which will drive our institutional responsiveness and build a community approach to address the risks to equality of opportunity. Those four themes are:

- **Enabling the community** – each intervention strategy presents a whole provider approach through a commitment to enable the academic community to increase awareness and address inequality gaps through capitalising on existing infrastructures across the University.
- **Differentiated and targeted provision** – each strategy uses our data capabilities to better understand our students, and to target support in our schools, partner organisations and student communities to maximise engagement and the impact of our interventions.
- **Building student communities and belonging** – each strategy has a strong focus on collaborating with students and internal partners to build a strong sense of belonging across our student body through an informed understanding of students’ real or perceived barriers.
- **Partnerships** – across our intervention strategies we seek to build strong and impactful partnerships within the University, and externally to drive opportunity, raise aspirations and a whole provider approach to enable our students to access, achieve and progress within and beyond higher education.

4. A data and evidence led approach:

Behind our culture, is a strong data-led approach to addressing our identified risks to equality of opportunity. Our strategic insights and business analysis (SIBA) team have established a central data repository which drives our strategy at the University. Ensuring that our data-led understanding of our students and their distinct needs can be accessed and used effectively across our university community to inform strategic decision making, is therefore the final strand of our ‘enabling environment’.

Our intervention strategies commit to using these data capabilities not only to assess the impact of our activities, but to effectively target and develop a depth of understanding of our students’ distinct needs across our academic schools and professional services; and to further engage our external partners with our EDI objectives. This data-driven approach will allow us to remain agile and responsive for the duration of this plan to our diverse and emerging students’ needs and outcomes.

A whole provider approach to mental health:

Whilst our assessment of performance suggests we are making positive progress in supporting students with disability across the student lifecycle, we acknowledge that mental health challenges have more than trebled in recent years¹⁴ and that mental health is one of the most common reasons for students to consider dropping out of university¹⁵.

Mental health and wellbeing have been a strategic priority for Leeds Beckett University during the past decade and is embedded across our Strategic Planning Framework for 2021 to 2026. We have adopted a comprehensive and proactive approach to mental health, emphasising prevention. The University Mental Health Charter informs our development of policy, strategy and practice through wellbeing improvement plans - the result of collaboration between students and colleagues from all departments of our University and the Students’ Union.

As we implement our Access and Participation Plan, we will proactively continue to adopt and embrace our cross-institution approach to wellbeing and mental health for staff and students

¹⁴ Universities UK, 2018, ‘Minding Our Future’

¹⁵ Sanders, Michael, 2023, Student mental health in 2023 - Who is struggling and how the situation is changing

alike. This commitment is referenced overtly within IS2 but will transcend the whole student lifecycle through our ongoing activities and improvement plans as part of our mental health charter working group.

Funding and inclusivity:

One of our strengths as a university is the diversity of our student body and our role in enabling students, regardless of their background to achieve success in accessing, transitioning through, and progressing from higher education. We recognise the disproportionate impact that the cost-of-living crisis can have upon our student body and therefore the challenges that our students face in engaging with their studies, let alone the opportunities presented as co and extra-curricular. To ensure equity, we provide a growing portfolio of bursaries and scholarships to enable students to maximise their engagement with the whole student experience.

We increased the financial support available to our students from £1.5m in to £3m. Our approach is both reactive and proactive. We are proactive in effectively targeting financial support to those most in need - issuing payments of £1,500 from our hardship fund to support students who are assessed by the Student Loans Company as having the lowest household incomes, without these individuals having to apply for the funding. However, we also retain a 'responsive' fund which supported over 1,400 students in 2023/24, with awards between £100 and £5,000. These payments support students with the increased costs of living, and costs associated with learning, such as additional travel or childcare expenditure. We also provide students with a work placement and CPD bursary so that students are not financially disadvantaged by engaging in their own professional development. Finally, in response to the financial climate, we have introduced inclusive support such as helping students to maintain a healthy diet during term-time, by providing a low cost hot meal every lunchtime and facilitating free travel between campuses through our regular shuttle bus.

6. Evaluation of the plan

Our intervention strategies build upon existing good practice within the University and across the sector, in addition to new initiatives. To assess the impact of these interventions we must not only monitor our progress towards the targets which we have established to address our risks to equality of opportunity but must also differentiate across the intervention activities, to ensure we develop an understanding of what works. Our evaluation, therefore, comprises:

1. Monitoring of our progress towards the targets we have established for our objectives through our assessment of performance.
2. Localised evaluation of our activities within our Intervention Strategies (Annex B), to assess the nuanced impact of our interventions across our identified stakeholders – students, academic colleagues, and partners.

Drawing on the 'Widening Access Maturity Model' (Thomas, 2024) we acknowledge that through localised evaluation, this could leave us exposed to inefficiencies and siloed interventions resulting in what is termed a '*second generation*' institution with '*pockets of excellence*'. In developing this submission, we would like to ensure that we are consciously moving towards a '*third generation: inclusive institution*' which effectively shares best practice across the whole staff and student community to support equality, equity and inclusivity. We believe that through our whole provider

approach as described above and our emerging '*enabling environment*', we are developing the infrastructure and mechanisms to achieve this.¹⁶

Indeed, the four overarching common themes identified within our intervention strategies of enabling the community; differentiated provision; building student belonging; and partnerships provide an opportunity for us to ensure a collective approach to evaluation and impact. This in turn will surface best practice and impact across our university community and ensure inclusivity is embedded and institutionally adopted – thereby supporting the sustainability and longevity of our interventions.

We will achieve this by ensuring that our APP governance does not only focus on our high-level progress towards our targets but regularly reports against the evaluative methods and results of activities across our intervention strategies. These will be reported through our 'whole provider approach' network - including our Charter Mark Group, EDI Committee, AQSC and Academic Board. In this way we will ensure that the successes of our interventions and activities for the APP inform our broader institutional EDI strategy and charter mark implementation plans, as well as informing academic good practice and governance.

Furthermore, we will seek to ensure that our localised evaluation across the student lifecycle also embraces our data driven approach and capabilities, which is supported by colleagues in SIBA. This will ensure that our evaluation embraces the mixed methodology of quantitative and qualitative measures as written into Annex B.

To support our culture and practice as an inclusive institution, we will utilise our existing infrastructure to share and disseminate best practice and evaluation/ impact measures. Our Developing Academic Excellence Programme (DEAP) delivered by our Centre for Learning and Teaching (CLT), will provide a platform to ensure that our activities and approach to addressing equality of opportunity can be adopted by a broader university community through promoting our evidence-based approach to measuring impact. Similarly, our biennial Academic Employability Conference, will likewise promote the successes and growth potential of our Progression Intervention Strategy and any connectivity which we can demonstrate with completion and attainment.

We recognise that we must retain flexibility in our evaluative methodologies for the varied interventions we have proposed across our student lifecycle. However, to deepen our understanding of impact to meaningfully scale our activities, we also recognise that we must develop some consistency and best practice in the evaluative methodologies we adopt across our interventions. Building a consistent approach to evaluation and enabling our colleagues to understand how to effectively assess the impact of activities, will contribute towards strengthening our whole provider approach. To that end, we intend to:

1. Facilitate training and development with lead colleagues across the student lifecycle, to build evaluation champions who understand the evaluative tools and methods available and their suitability for interventions – these colleagues will collaborate to develop a Leeds Beckett University evaluation toolkit.

¹⁶ Thomas, L. (2024) *A whole provider approach to widening access and student success in higher education: Toolkit and guidance*. York: Centre for Research on Education and Social Justice, University of York

2. Work with our colleagues in CLT to adopt a research-based approach to identifying evaluative best practice across our interventions, and support with associated activity to disseminate across our academic and professional service community.
3. Work with our Students' Union to ensure that we develop robust mechanisms to facilitate ongoing student evaluation of interventions and to establish student consultation and evaluative best practice models for the University.

Therefore, our evaluation strategy will balance monitoring our progress through university governance and infrastructure, with impact and evaluation informed dissemination of best practice, and finally a proactive intent to establish a framework and structure to support all colleagues to effectively evaluate the impact of interventions which will support our inclusive university aspirations.

7. Student consultation

Our intervention strategies build upon our existing good practice and insight into what works effectively with our students. In addition, our student-centred approach and the data / insights we hold through our 'enabling environment' has facilitated a proactive approach to stimulate and influence inclusive practice beyond our own organisation and into our external stakeholders. Students are therefore at the heart of this plan, have been consulted as we worked through its development, and will continue to be involved, as we work through its lifecycle.

As a proactive and student engaged university, we involve students across our university governance structures, working in partnership with our Students' Union (SU) to ensure that students are represented across our senior leadership committee structures. Sabbatical officers sit as standing members across our governance and regular SU reports are received across those committees. This allows us to be responsive in our approach to supporting our students. This approach is replicated within our academic schools and professional support services. For example, our careers team have established a team of student careers assistants (SCAs) – recruited annually. The SCAs not only provide front-facing peer support services but also offer student insights to develop our progression interventions and support in developing effective communications for our target student populations.

Student involvement across our university structures has ensured that many of our interventions have been through iterative processes of adaptation according to student feedback and evaluation. However, in developing this APP, we have further proactively engaged with our students through our SU partnership. Our collaborative approach to understanding the risks to equality of opportunity, and seeking to gain further student feedback, saw the facilitation of three student focus groups to explore the risks identified and the proposed intervention strategies as detailed within Annex B. Working in partnership with the SU, we ensured that each focus group composition was reflective of our student population as a whole, but specifically included students from the APP priority demographics and characteristics for each of our intervention strategies. We received over 150 student volunteers from which we collectively identified approximately 15 students per focus group, who were paid for their contribution to ensure no individuals were disadvantaged.

Feedback from the focus groups were independently recorded by SU representatives and shared by return for consideration and integration. The focus groups saw widespread endorsement for the evidence led approach taken in our intervention strategies, and the University's commitment to

ensure our interventions create a 'culture of inclusivity'. The focus groups enabled colleagues to gain further insights into specific barriers faced by students and to consider some additional recommendations which will feature in the delivery of our APP. For example, with regards IS1 – we noted the barriers faced by mature students in translating previous qualifications and experience for university applications – this strengthened our commitment to targeted activities in IS1 and provided us with further evidence on which to build our academic inclusive practice. Similarly, in endorsing our 'Let Leeds Read' initiative, students encouraged the use of this initiative to work with partner primary schools to identify students with additional learning needs, drawing on their own lived experience to stress the importance of early intervention. This allowed us to consider further ways in which our strategy could be strengthened, with a commitment to work with our School of Education to explore how we could deploy such diagnostic activity with our participating students and schools.

A common thread across the focus groups was students' appetite for continued active involvement during the APP lifespan. This feedback supported our intentions to build on our SU partnerships (IS2) and has resulted in specific adaptations within IS3 to develop a student advisory group which will meet four times a year. The advisory group will be independently facilitated by our SCAs to review interventions, their primary focus and the outcomes (pre- and post-intervention student consultation). Through this mechanism we will account for the emerging trends in the lived experience of our students which are susceptible to social and economic factors impacting upon the real or perceived barriers our students face.

Our approach to evaluation will ensure that students will remain connected to the output and outcomes of our interventions, through reporting of our progress against our targets, and the impact of our intervention initiatives. Furthermore, our partnership with the SU will continue to drive a student-informed approach to student access, success and progression. This is a central feature within IS2 and will see the University and SU collaborate to build a student sense of 'belonging and community', which will impact across the student lifecycle, all student indicators of risk, and all intervention strategies.

8. Provision of information to students

We are committed to providing transparency and clarity for our students and prospective students to enable well informed decisions about their university, their studies and their future. We ensure that the information we provide is co-ordinated through our professional services, and central administration to drive clarity of message and tone – drawing together financial support and services from across our university.

Information regarding student fees and the financial support available is promoted through:

- Open days - presentations, stands and publications
- [Our website](#)
- External partner websites, including UCAS
- Social media platforms
- School and college outreach services
- Links with the Students' Union (advice service and website)
- Specialist support services and sites e.g. [The Care Leaver Covenant website](#)

We also work collaboratively across our region with the Go Higher West Yorkshire (GHWY) network. GHWY promotes Higher Education pathways across the region with an ambition to reduce access inequalities. This network connects our regional universities to provide prospective students with accurate information to support access to and through higher education. This network also creates collaborative projects to support access and participation work. These projects are focused on shared challenges where costs to individual institutions would be prohibitive or where collaboration would be more effective or impactful.

Beyond, ensuring that our information is readily available, we are also purposeful with our communication. We use our advanced data insights and information from the Student Loan Company (SLC) and UCAS to deliver focused communications regarding additional financial support for targeted student demographics. This ensures that our students are fully aware of the financial support available to drive equality and equity in the pursuit of their studies and future success.

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ANNEX A: Assessment of Performance

Overview

This assessment of performance identifies the areas where we believe Leeds Beckett University can enhance equality of opportunity for students. In order to identify the areas where we need to focus our attention, we have analysed official and internal data across the whole student lifecycle: access to HE; continuation; completion; attainment; and progression.

For each of these stages we have explored demographic-related and deprivation-related gaps, covering the areas in the Equality of Opportunity Risk Register (EORR) and factors and groups relevant to our institutional context. Our analysis is founded on the official Access & Participation Data Dashboard that is supplied by the Office for Students but is supplemented with additional internal analyses. Not all of our analyses are presented in this document. However, we have included the foundational summaries of key demographics and deprivation-related data for each lifecycle stage.

In order to identify key areas of risk for Leeds Beckett University we have analysed the data to understand:

- The scale of any differences in outcomes for underrepresented groups;
- Trends over time in any differences;
- The confidence in the data we have if gaps in outcomes are identified;
- Intersections of student group characteristics; and
- The context and reasons for differences in outcomes.

We have identified several groups of students where we have not been able to identify consistent internal data on new entrants, or where numbers are too low to report. These include: estranged students; refugee or asylum-seeking students; Gypsy, Traveller, Roma, Showmen and Boater students; students from an armed forces family; students who are ex-prisoners; students with a non-binary or questioning gender identity; and students who are service leavers. Given the national evidence for these groups, we have set an objective to improve our understanding of these groups and the support we can provide.

The following section outlines the key risk areas that we have identified from this assessment of performance.

Institutional context

ACCESS – UNDERGRADUATE ENTRANTS IN 2021-22

		Number	Percentage			Number	Percentage
		5,270	100%				
Age	21 and over	4,340	82%	ABCS	Q1-2	990	28%
	Under 21	940	18%		Q3-5	2,560	72%
Disability	No	4,410	84%	Free School Meals	Eligible	600	16%
	Yes	860	16%		Not eligible	3,260	84%
Ethnicity	ABMO	1,130	21%				
	White	4,120	78%				
	Asian	590	11%				
	Black	230	4%				
	Mixed	250	5%				
	Other	60	1%				
Sex	Female	2,740	52%				
	Male	2,530	48%				
IMD	Q1-2	2,020	38%				
	Q3-5	3,140	60%				

Indicators of risk

Indicators of risk leading to objectives in our APP:

ACCESS

- A persistent gap in access for Asian, Black, Mixed and Other ethnicities relative to national access rates.
- A persistent gap in access for mature students relative to national access rates.

COMPLETION

- A persistent gap in completion between Asian, Black, Mixed and Other ethnicities and students of white ethnicities.
- A persistent gap in completion between male and female students.
- A persistent gap in completion between IMD Quintile 1 and IMD Quintile 5 students.
- A fluctuating gap in completion between Free School Meal eligible students and ineligible students.
- An increasing gap in completion between ABCS Quintile 1 and ABCS Quintile 5 students.
- An increasing gap in completion between TUNDRA Quintile 1 and TUNDRA Quintile 5 students.

ATTAINMENT

- A persistent gap in attainment between Asian, Black, Mixed and Other ethnicities and students of white ethnicities.

- A persistent gap in attainment between male and female students.
- A persistent gap in attainment between IMD Quintile 1 and IMD Quintile 5 students.
- A persistent gap in attainment between Free School Meal eligible and ineligible students.
- A widening gap in attainment between TUNDRA Quintile 1 and TUNDRA Quintile 5 students.

PROGRESSION

- A fluctuating gap in progression between Asian, Black, Mixed and Other ethnicities and students of white ethnicities.
- An increasing gap in progression between IMD Quintile 1 and IMD Quintile 5 students.

Indicators of risk for further investigation and monitoring:

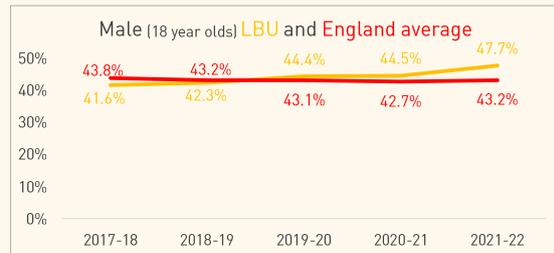
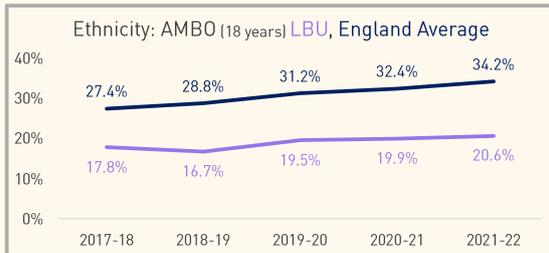
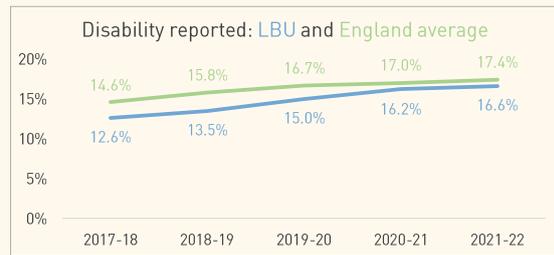
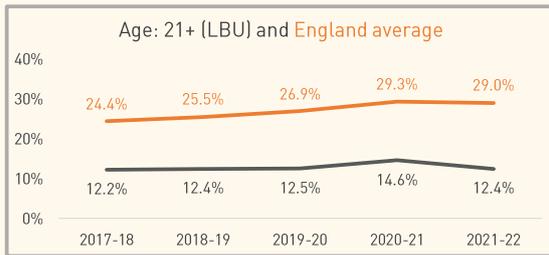
We have performance gaps that are significant but that are less than the national average or that are less consistent in the following areas:

- Access gap for Free School Meal eligible students.
- Progression gaps for TUNDRA Q1, ABCS Q1 and Free School Meals eligible students.

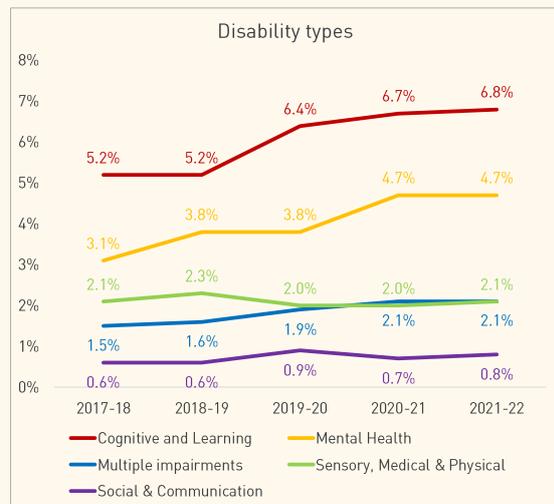
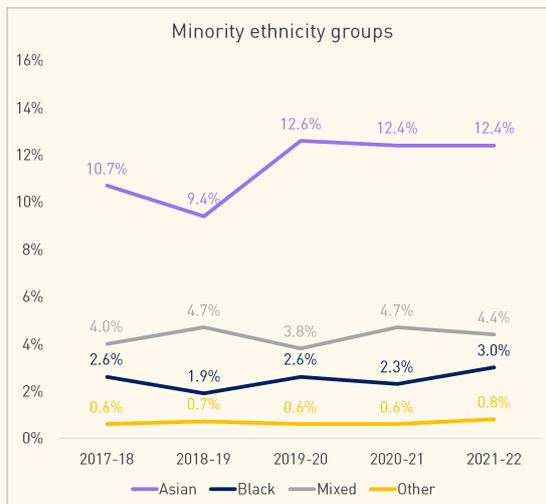
Access

As identified in the charts in this section, our student population is becoming increasingly diverse. This is particularly noticeable in terms of students reporting disabilities; Asian, Black, Mixed and Other (ABMO) ethnicities; and male students. However, our undergraduate student population remains predominantly young relative to the England average. Whilst we are attracting more students from ABMO ethnicities, our access rate is still significantly below the national average. For these reasons, we have identified access gaps for mature and ABMO students in our APP.

ACCESS TRENDS – DEMOGRAPHICS



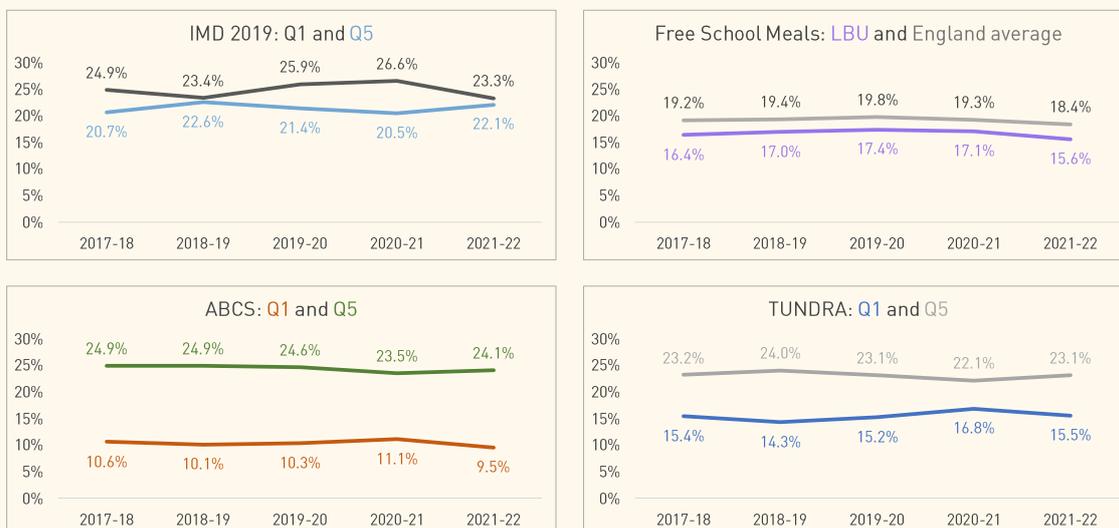
ACCESS TRENDS – DETAILED DEMOGRAPHICS



The second group of charts in this Access section look at our data from a deprivation perspective. From this analysis we can see that we continue to do well at attracting students from IMD Quintile 1 relative to Quintile 5 – our proportion of Quintile 1 students is consistently above the equivalent for Quintile 5 students. Similarly, the access gap between ABCS Quintile 1 and Quintile 5 at Leeds Beckett University is 14.6 percentage points; the national gap is 27.8 percentage points for 2021-22. And again, the access gap between TUNDRA Quintile 1 and Quintile 5 students is 7.6 percentage points, which compares with a national gap of 7.9 percentage points. Our gap in access rates for Free School Meal eligible

students relative to the national average is small and thus is one of the areas we will continue to analyse and monitor in coming years.

ACCESS TRENDS – DEPRIVATION

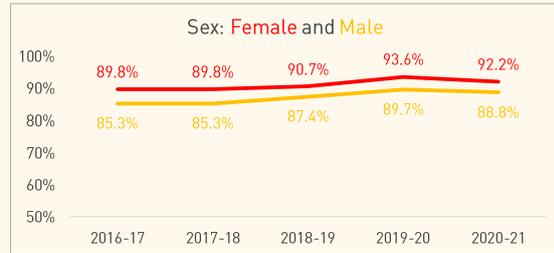
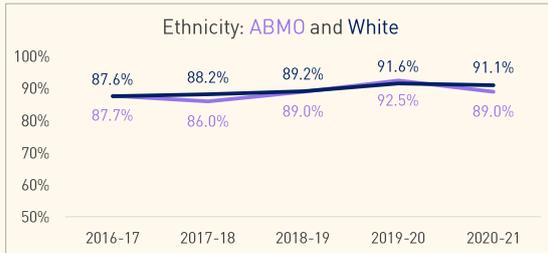
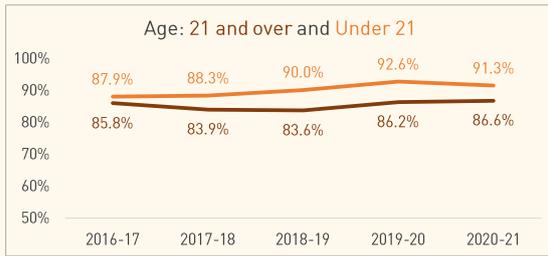


Continuation

Continuation across our undergraduate population has increased significantly in recent years, reaching 91.8% for 2020-21 entrants. In Teaching Excellence Framework (TEF) terms, we have moved from 2.1 percentage points below benchmark to being 0.7 percentage points above benchmark in the latest data.

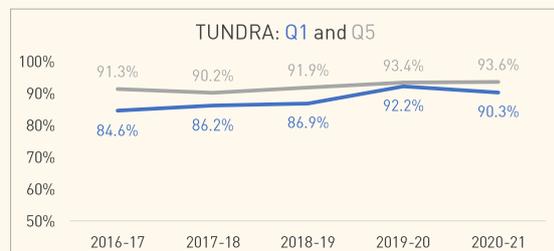
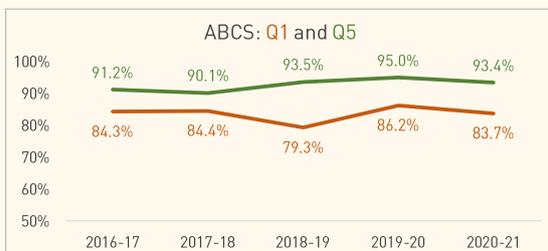
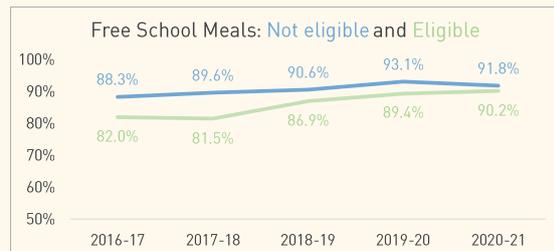
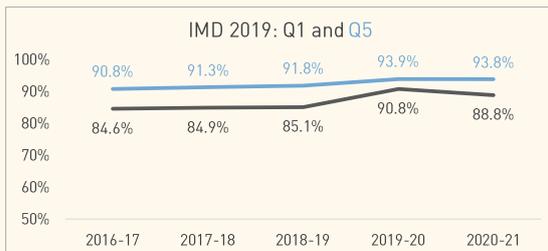
Within this overall improving trend, most student groups have seen increases in their continuation rates as the charts below outline. There are no persistent continuation gaps between; (i) Asian, Black, Mixed and Other ethnicities and students of white ethnicities; and (ii) students reporting disabilities and those with no disability. We do have a continuation gap between mature and young students of 4.7 percentage points for 2020-21 entrants, but this is under half the national average gap for these students (9.9 percentage points). Similarly, the continuation gap between male and female students (3.4 percentage points) is also smaller than the national average (3.6 percentage points).

CONTINUATION TRENDS – DEMOGRAPHICS



A similar picture emerges when we examine continuation rates amongst deprived groups of students. As shown below, we have gradually closed the continuation gaps for students who are eligible for Free School Meals and those from low participation areas (TUNDRA Quintile 1). Our continuation gap for IMD Quintile 1 students has narrowed to 5 percentage points, far lower than the national average continuation gap of 9.1 percentage points. Similarly, our continuation gap for ABCS Quintile 1 students stands at 9.7 percentage points, well below the national average gap of 14.8 percentage points.

CONTINUATION TRENDS – DEPRIVATION



Our improving trajectory on student continuation over the last five years means that many of the gaps for underrepresented groups have been closed or substantially reduced below the national averages. Our Teaching Excellence Framework metrics also confirm that there are

no areas or split metrics where our performance for continuation is below the TEF benchmarks. For these reasons, our APP objectives do not identify specific areas of focus for student continuation. As the next section outlines, our challenge is to improve student completion rates for all students and thus this is the major area of focus for our APP.

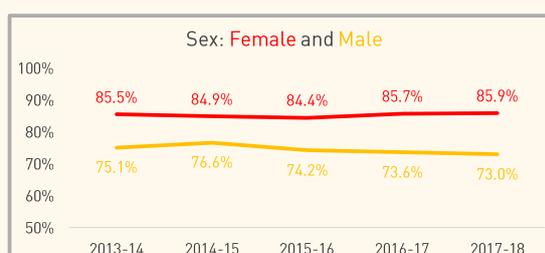
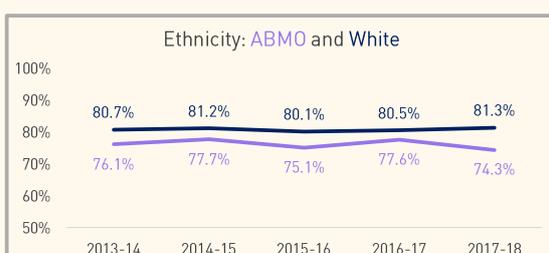
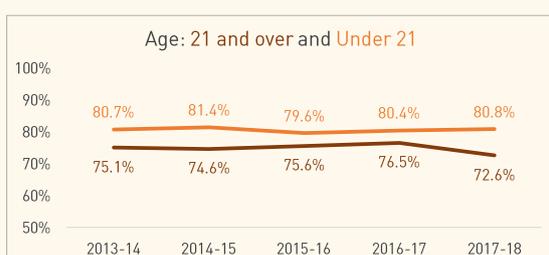
Completion

Student completion rates at Leeds Beckett University have remained around 80% over the last five years of official statistics. It is consistently around 7 percentage points lower than our TEF benchmark for completion. So, completion is the clear institutional priority area in terms of student outcomes.

Our analysis for the APP suggests there are several areas we need to focus on and that lead to objectives within our plan. However, there are some areas that are areas of strength and that will therefore not be part of our APP objectives. Students reporting disabilities, for instance, typically have higher completion rates than those with no disability. Similarly, completion gaps for mature students have fluctuated over the five years of data shown. Whilst there is a mature student completion gap at Leeds Beckett University, it is smaller than the national average completion gap for mature students and the data fluctuations mean that this is not a specific area of focus for us at this time.

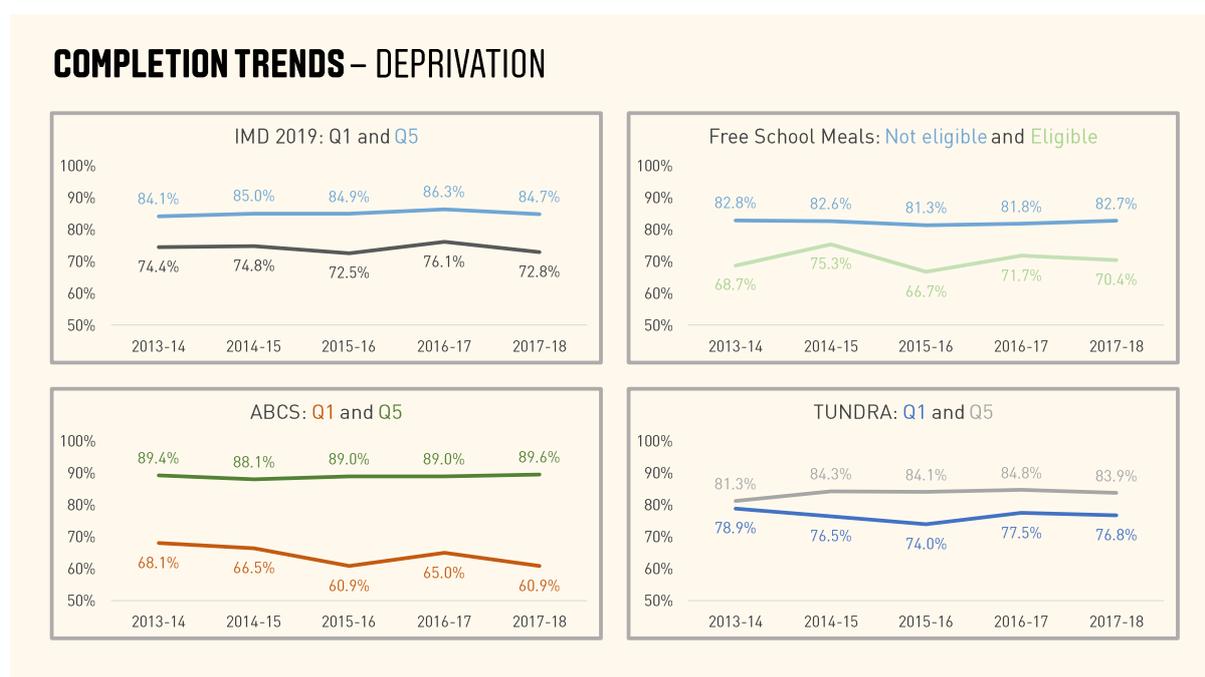
Our largest demographic completion gap is between male and female students (12.9 percentage points for 2017-18 entrants), which is higher than the 5.7 percentage point completion gap nationally. And whilst there is a national completion gap of 4 percentage points between Asian, Black, Mixed and Other ethnicities and students of white ethnicities, our current gap is 7 percentage points and thus we have flagged this as a focus for the APP.

COMPLETION TRENDS – DEMOGRAPHICS



Our completion gaps for deprived student groups are persistent and larger than the national average gaps and thus have been set objectives in our APP.

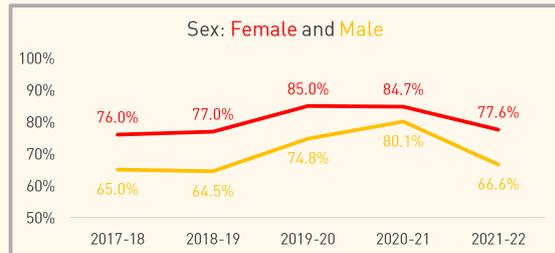
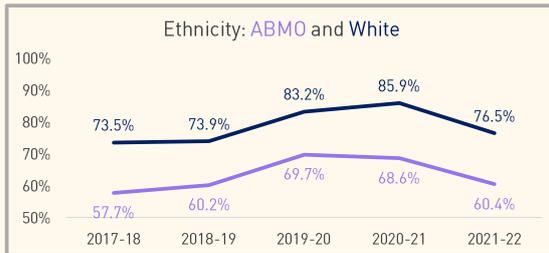
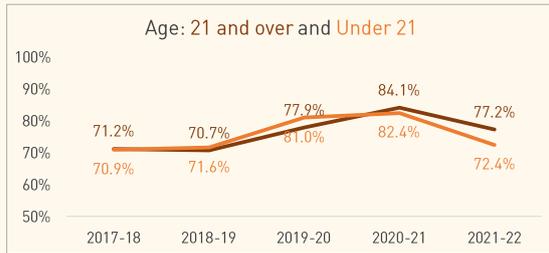
Our completion gap between IMD Quintile 1 and Quintile 5 students was 11.9 percentage points for 2017-18 entrants compared with the national average gap of 10.3 percentage points. Our completion gap between ABCS Quintile 1 and Quintile 5 students was 28.7 percentage points for 2017-18 entrants compared with the national average gap of 23.7 percentage points. Our completion gap between TUNDRA Quintile 1 and Quintile 5 students was 7.1 percentage points for 2017-18 entrants compared with the national average gap of 4.8 percentage points. Our completion gap between Free School Meal eligible and ineligible students was 12.3 percentage points for 2017-18 entrants compared with the national average gap of 8.3 percentage points.



Attainment

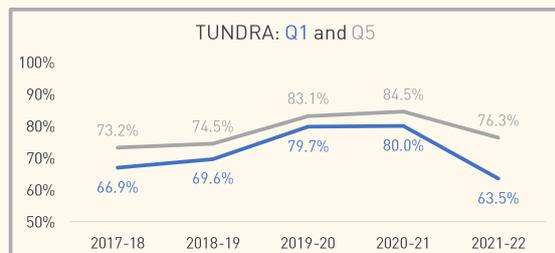
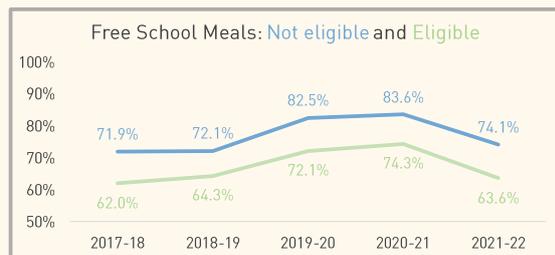
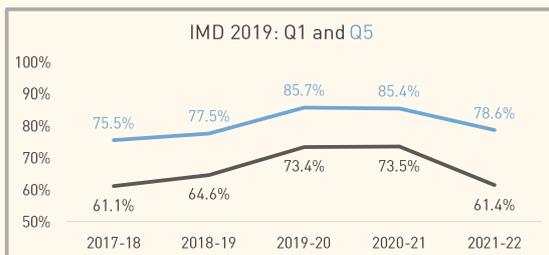
Attainment of First and 2:1 degree classifications rose at Leeds Beckett University during the pandemic and has now returned to pre-pandemic levels. As can be seen below, Leeds Beckett University does not have attainment gaps for mature students and students reporting disabilities. However, our attainment gap between Asian, Black, Mixed and Other ethnicities and students of white ethnicities (16.1 percentage points) is persistent and wider than the national gap (11 percentage points). Similarly, the attainment gap at Leeds Beckett University between male and female students was 11 percentage points in 2021-22, significantly higher than the national gap of 3.6 percentage points.

ATTAINMENT TRENDS – DEMOGRAPHICS



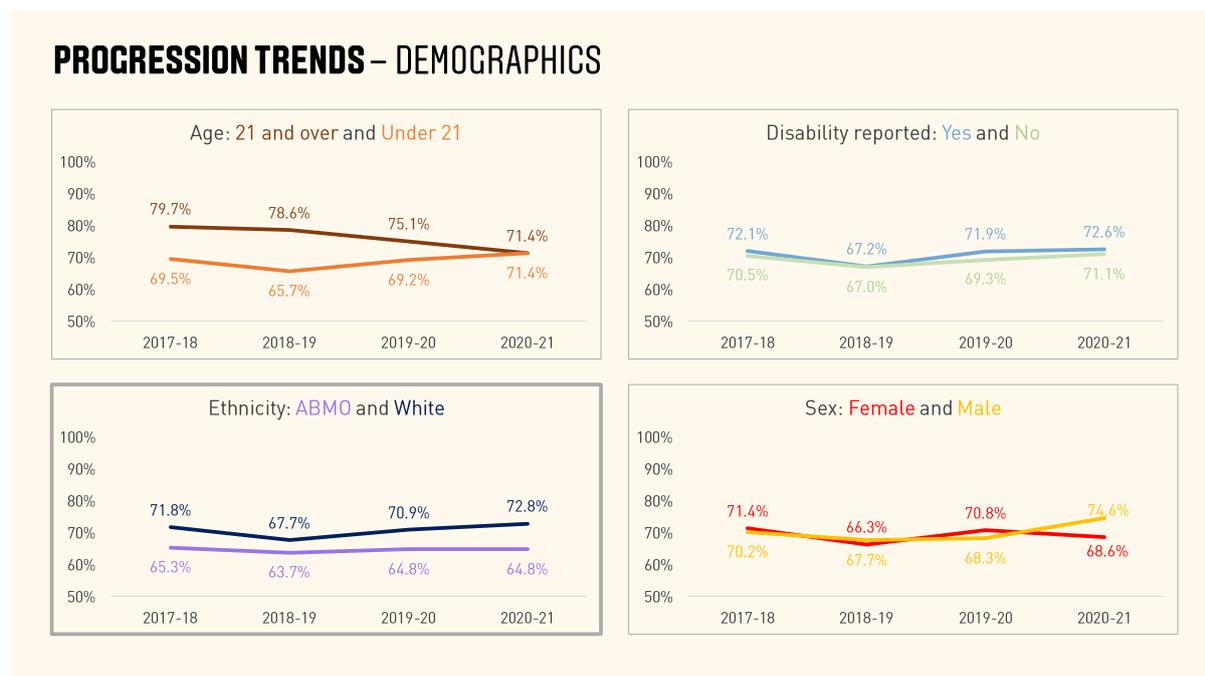
Our attainment gap between IMD Quintile 1 and IMD Quintile 5 students is persistent and has typically ranged from 12-17 percentage points, which is similar to the national gap in 2021-22 of 17.8 percentage points. Our attainment gap between TUNDRA Quintile 1 and TUNDRA Quintile 5 students increased in 2021-22 to 12.8 percentage points, which is higher than the national gap in 2021-22 of 6.4 percentage points. Similarly, our attainment gap for Free School Meal eligible students now stands at 10.5 percentage points, which is slightly smaller than the national average gap of 12.4 percentage points. The size and persistence of these attainment gaps underpins our rationale for including these as areas of focus in our APP.

ATTAINMENT TRENDS – DEPRIVATION



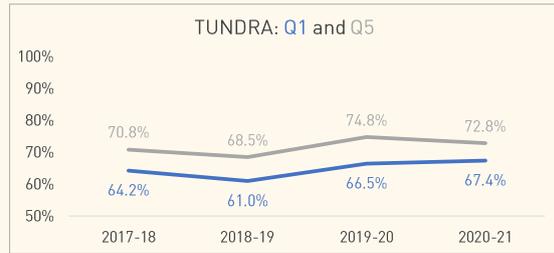
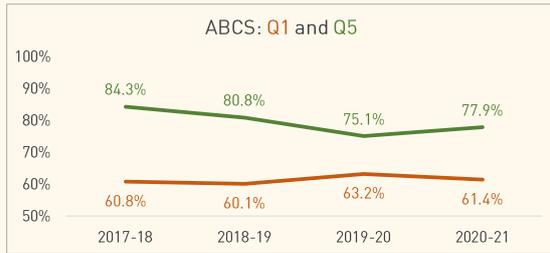
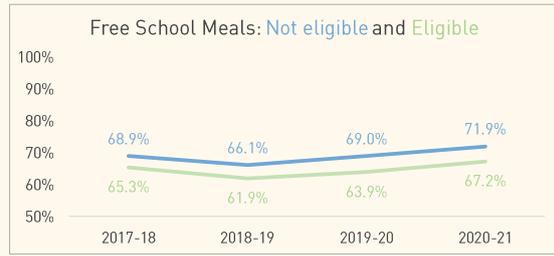
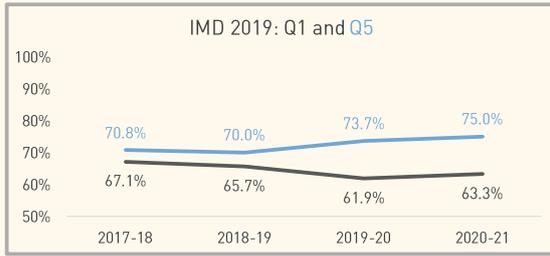
Progression

Overall graduate progression rates for Leeds Beckett University have improved since 2018-19. In terms of progression gaps by student demographics, we can see below that there are no consistent gaps for mature students, male students, or students reporting disabilities. The exception relates to the progression gap between Asian, Black, Mixed and Other ethnicities and students of white ethnicities, which has widened slightly since 2018-19. It currently stands at 8 percentage points whereas the national average progression gap is 2.6 percentage points and hence the focus on this area in our APP.



We have a widening progression gap between IMD Quintile 1 and Quintile 5 graduates. The gap for 2020-21 graduates was 11.7 percentage points, which is now slightly higher than the national gap of 10.8 percentage points. The Leeds Beckett University progression gaps for other deprivation-related groups – ABCS, TUNDRA, and Free School Meal eligible students – are persistent but smaller than the national averages and thus are areas we will continue to monitor closely despite not setting objectives for these areas in our APP.

PROGRESSION TRENDS – DEPRIVATION



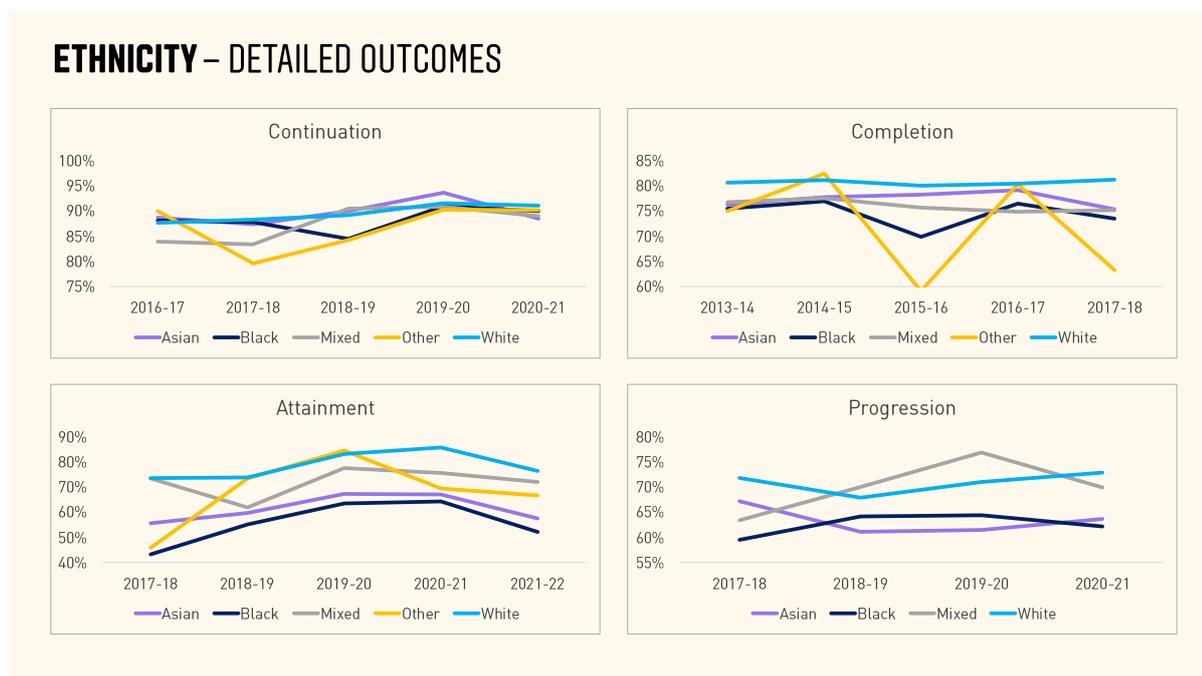
Detailed whole lifecycle focus on ethnicity and disability

Ethnicity

As with other parts of this analysis, we have no consistent gaps in continuation rates between the detailed ethnic groups. In terms of completion, our 'Other' ethnic group is small (40-50 students each year) and leads to volatile year-on-year changes. When we examine our gaps between the Asian, Black, Mixed and Other ethnic groupings and the White ethnicities grouping, our completion gaps are in line with the national picture. For instance, the national completion gap for Black students over the last four years aggregated is 7.7pp; our completion gap for Black students is 6.5pp.

In terms of attainment gaps, our biggest four-year aggregated gap is between White and Black students (21pp), which is aligned with the equivalent national gap (20.2pp). However, our attainment gaps for Asian and Mixed ethnic students are larger than the national gaps (Asian gap at Leeds Beckett University = 17.2pp, nationally = 8.6pp; Mixed gap at Leeds Beckett University = 8.1pp, nationally = 3.8pp).

Looking at progression gaps for the detailed ethnic groups, our Black and Asian- student progression rates are consistently below those of White students, at similar levels to the national picture. The cohort sizes, even using a four-year aggregation of the data, are still relatively small and hence the 'Other' exclusion from this chart.

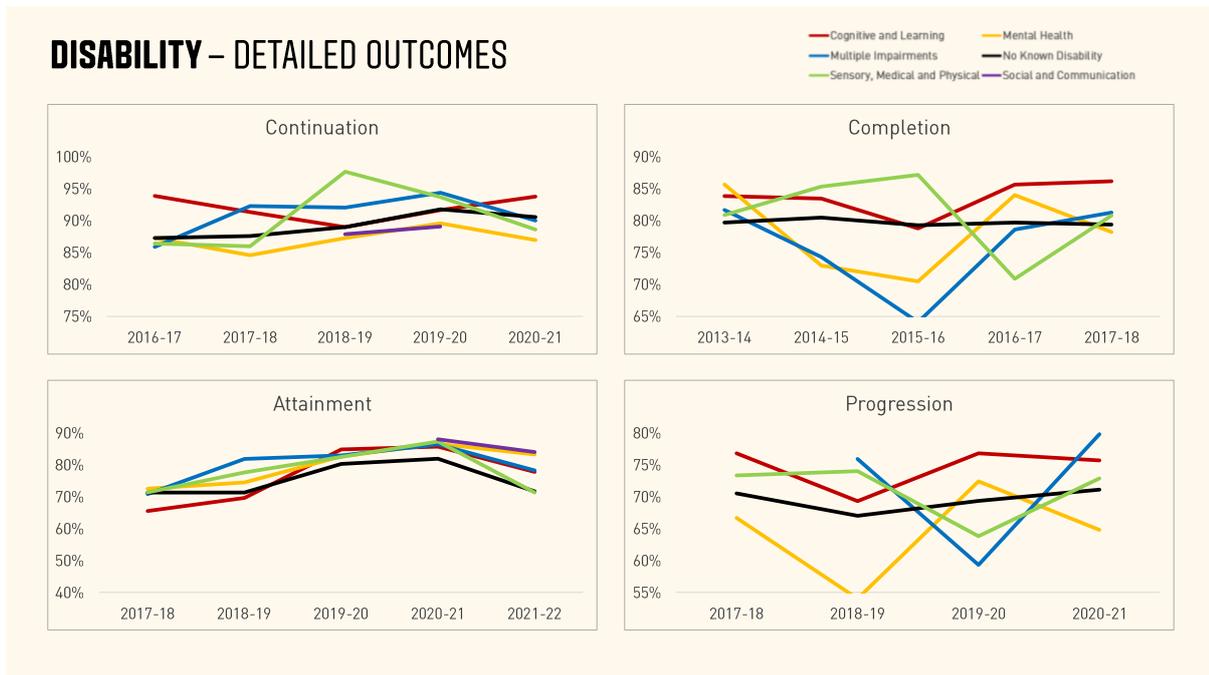


Disability

Turning to the detailed disability groups, continuation rates for students with disabilities are typically higher than those for students with no known disability. The only exception is the 'mental health' disability grouping, where the continuation gap is small but consistent.

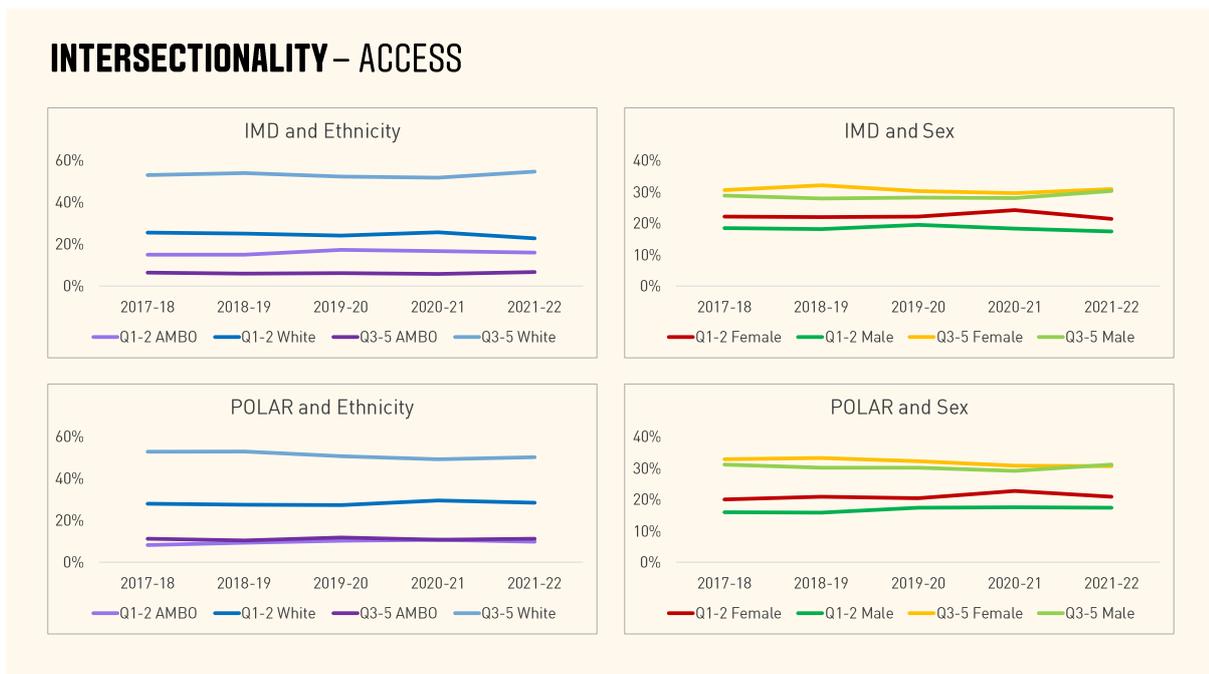
In terms of completion rates, the data has been volatile over the last five years but has converged in the latest year of data such that there are no significant completion gaps between the detailed disability groups.

And whilst there are no significant attainment gaps between disability groups, the progression data are too small/volatile at this point to draw firm conclusions. Graduates with mental health disabilities are the group with the lowest progression outcomes currently.



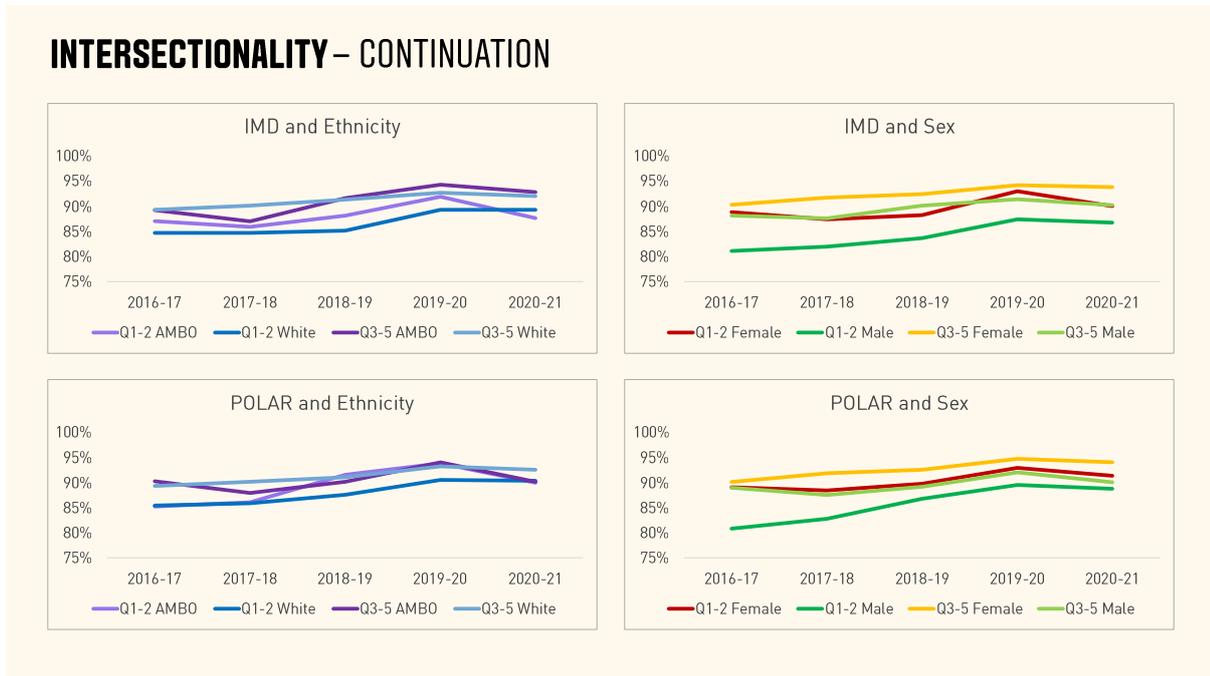
Intersectionality analysis

It is noticeable that a higher proportion of our White students fall into IMD Quintiles 3-5, whereas our Asian, Black, Mixed and Other ethnic students are more likely to from IMD Quintile 1-2 areas.

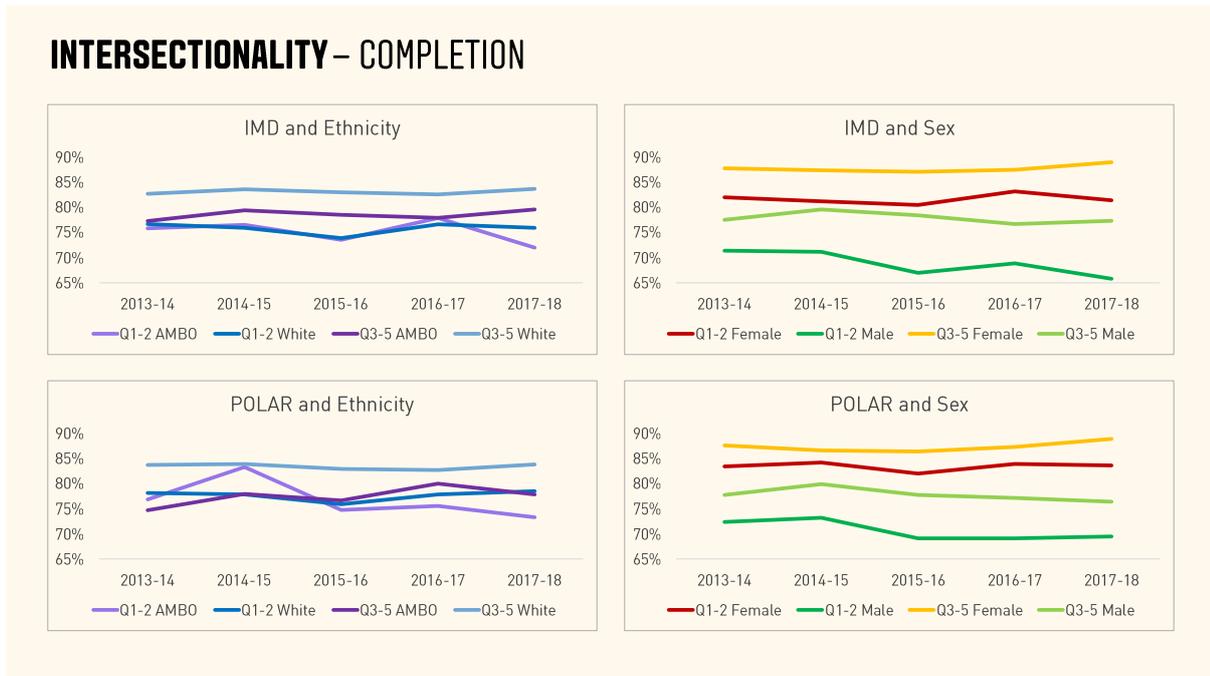


The continuation rate for Asian, Black, Mixed and Other ethnic students from IMD Quintiles 3-5 has been the highest out of all four groupings shown on the chart below for the last two years. As is

the case nationally, continuation rates for both White and ABMO students from IMD/POLAR Quintiles 1-2 are slightly lower than the continuation rates of students from Quintiles 3-5. In terms of sex, it is clear that male students from IMD/POLAR Quintiles 1-2 have consistently lower continuation rates.

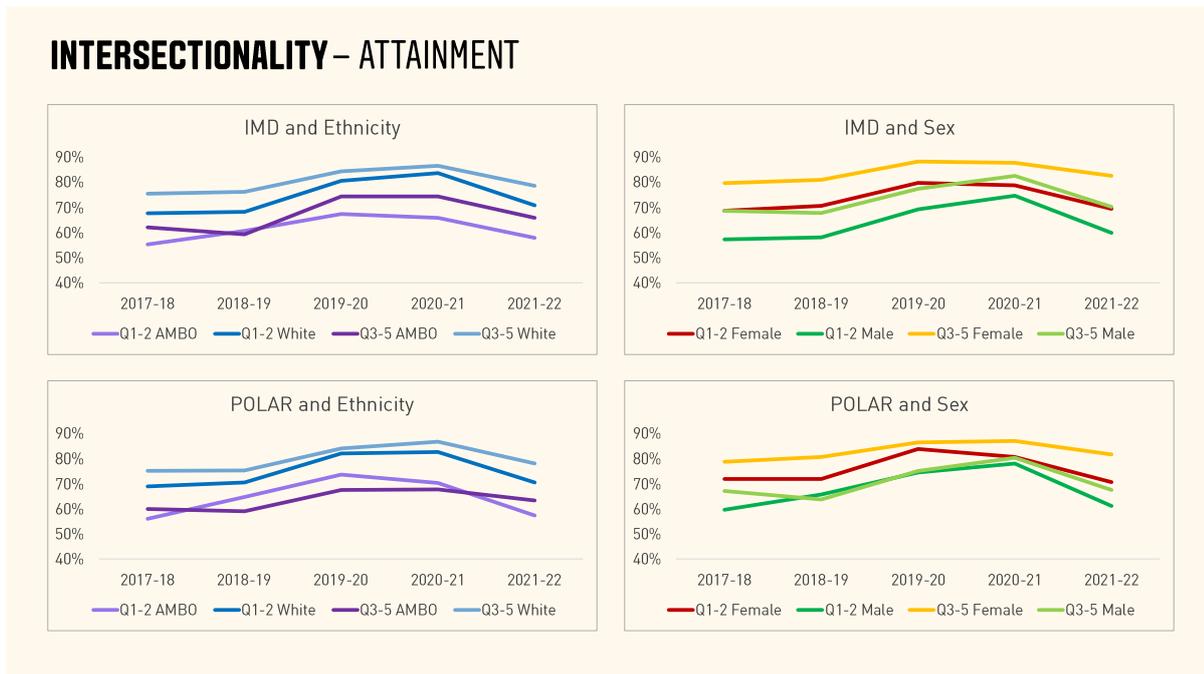


It is at the completion stage, as we have identified in other parts of this assessment, where we see the gaps between groups open up. Completion gaps are largest for Male students from IMD/POLAR Quintiles 1-2 and Asian, Black, Mixed and Other ethnic students from IMD/POLAR Quintiles 1-2.

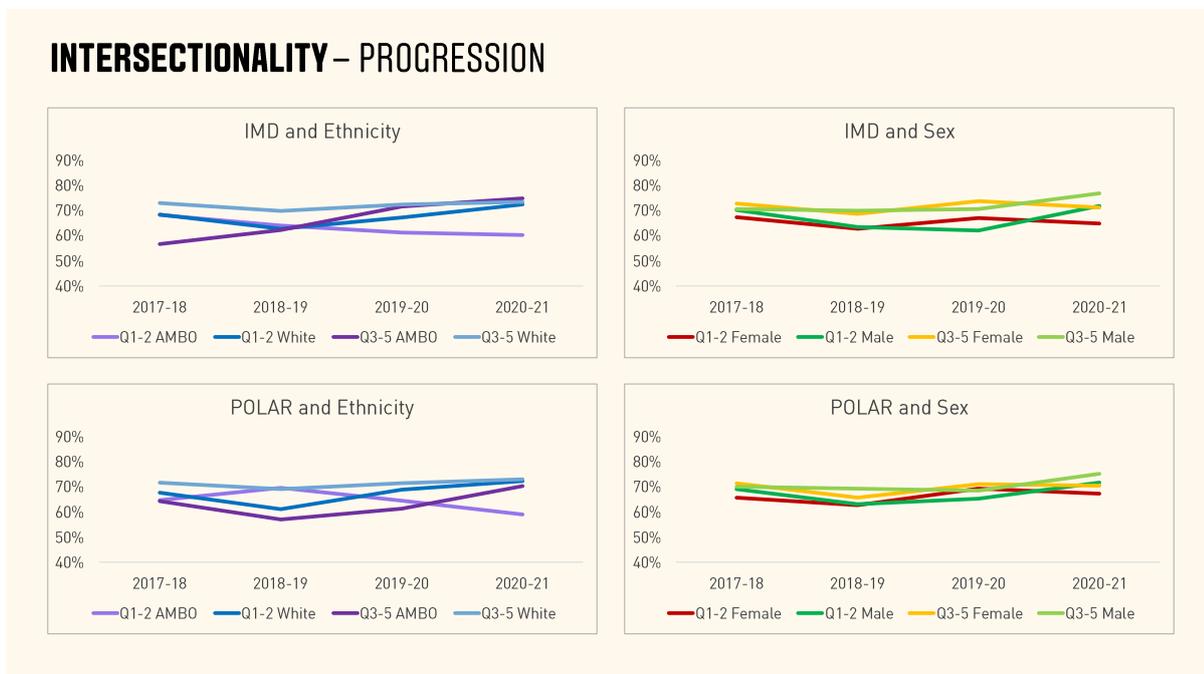


Intersectional attainment gaps are more clearly delineated by ethnic group and sex. As can be seen below, Asian, Black, Mixed and Other students have lower attainment rates than White

students regardless of IMD and POLAR status. The same is typically true of male students of all IMD/POLAR Quintiles versus female students.

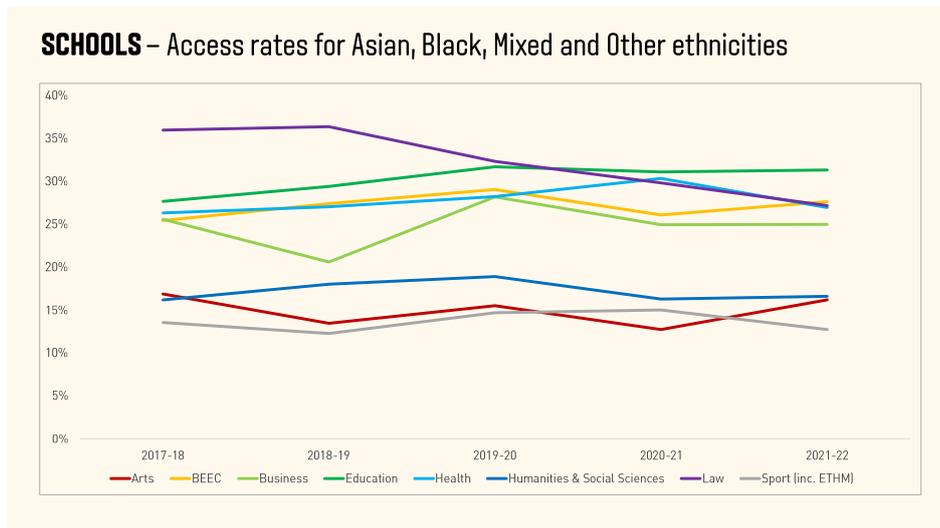


Progression rates for ABMO IMD/POLAR Quintiles 3-5 students have improved in recent years to the point where there is no difference to outcomes for White students. Quintiles 1-2 ABMO outcomes have worsened in the last two years of data. There are no major gaps when considering deprivation and sex data intersections.

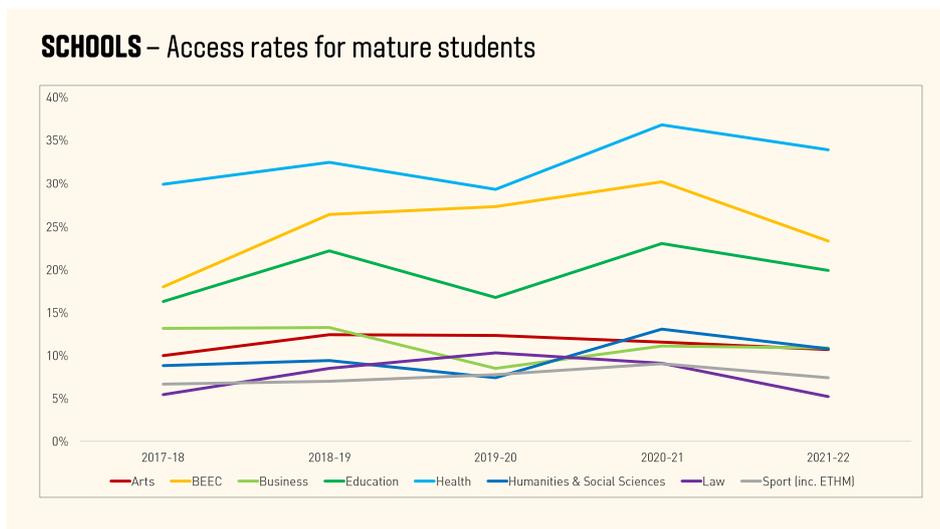


We have eight academic schools that range in size from Law (1,074 students in 2021-22) to Health (4,343 students).

Access rates for Asian, Black, Mixed and Other ethnicities vary significantly by school. We have five schools with 25%+ rates (Education, BEEC, Law, Health, and Business), and three schools with lower rates (Sport, Arts, and Humanities). Trends over time suggest that these patterns are relatively stable, with the exception of Law, which has seen its ABMO access rate decline from 36% to 27% in recent years.

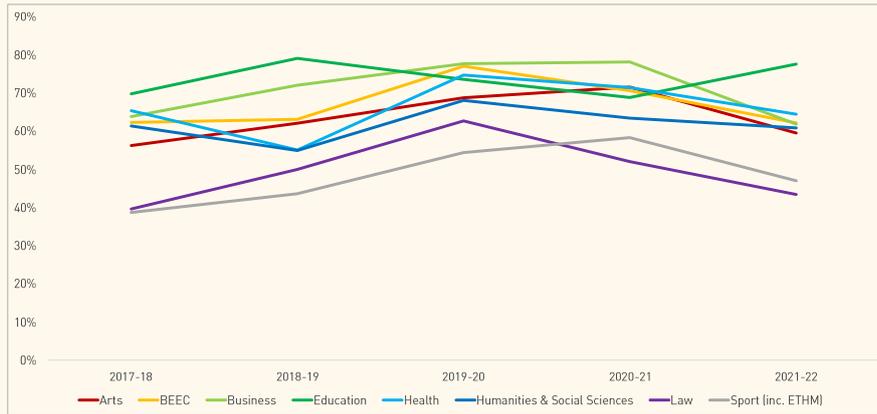


We have three schools with higher rates of mature student access – Health, BEEC, and Business. Again, this picture is relatively consistent over the time period shown below and in part reflects the growth in Degree Apprentices in these schools.



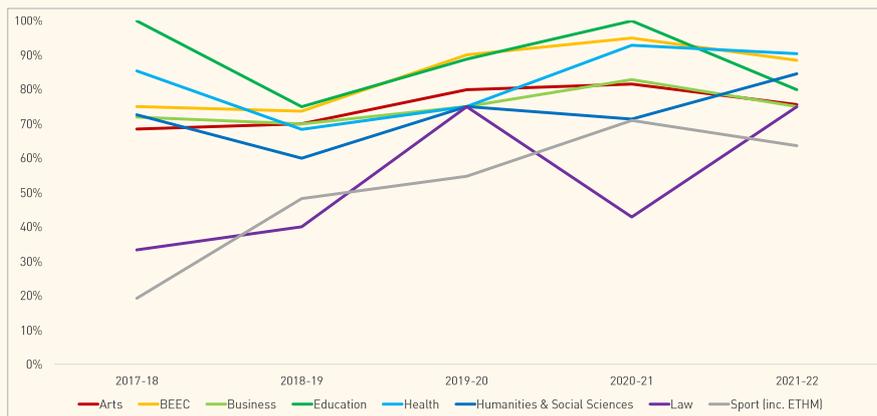
In terms of attainment rates for Asian, Black, Mixed and Other ethnicities, there is quite a lot of fluctuation over time. The ABMO attainment gap between the schools was narrowing to 2019-20 (the gap was 23.3pp in 2019-20 between the highest and lowest schools) but has widened back to earlier levels. The gap between the highest School (Education) and the lowest School (Law) in 2021-22 was 34.2pp.

SCHOOLS – Attainment rates for Asian, Black, Mixed and Other ethnicities



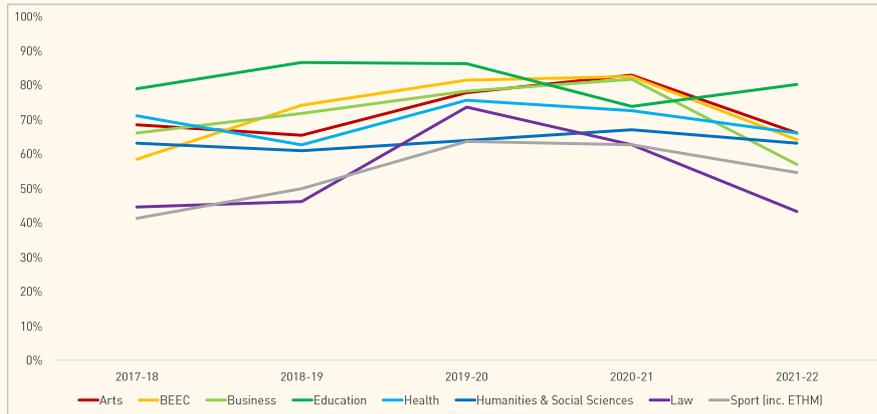
Conversely, the range of male attainment rates between schools has narrowed over this time period (see below). That range was 80.8pp in 2017-18; it had reduced to 26.8pp in 2021-22. The Schools of Sport and Law typically have the lowest attainment rates for male students.

SCHOOLS – Attainment rates for Male students



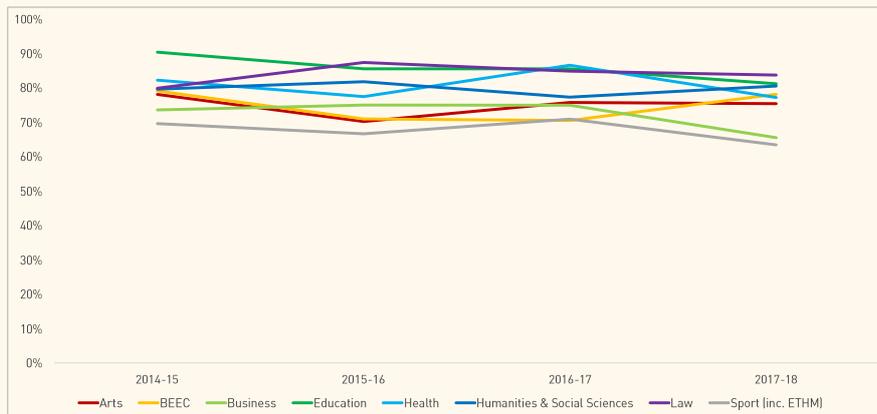
The same applies for students from IMD Quintile 1. Where there is typically lower attainment overall (Law and Sport), IMD Quintile 1 students are therefore attaining at lower rates when compared with other schools. The opposite is true in Schools like Education.

SCHOOLS – Attainment rates for IMD Quintile 1 students



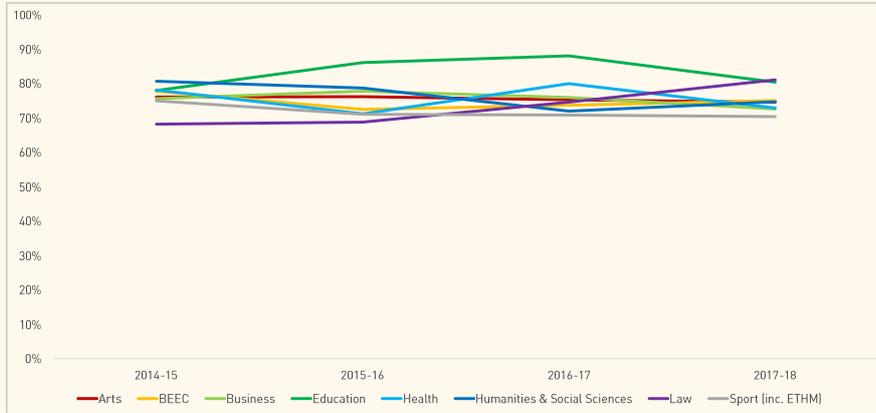
Consistent differences between schools exist in terms of Asian, Black, Mixed, and Other student completion rates. This time it is Sport and Business that typically have the lowest completion, and Education and Law with the highest rates. So, as we saw just a few charts previously, Asian, Black, Mixed, and Other students in the Law School complete the course but they do so with relatively poor degree classifications. And Sport has both low ABMO completion and low ABMO attainment challenges to address.

SCHOOLS – Completion rates for Asian, Black, Mixed and Other ethnicities



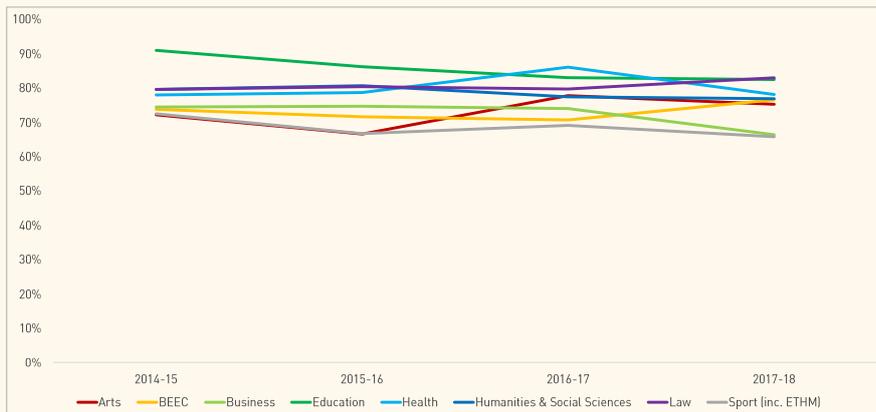
Completion rates for male students do not differ as much between the schools. We have seen significant improvement in the Law Schools' male student completion rate over this period.

SCHOOLS – Completion rates for Male students

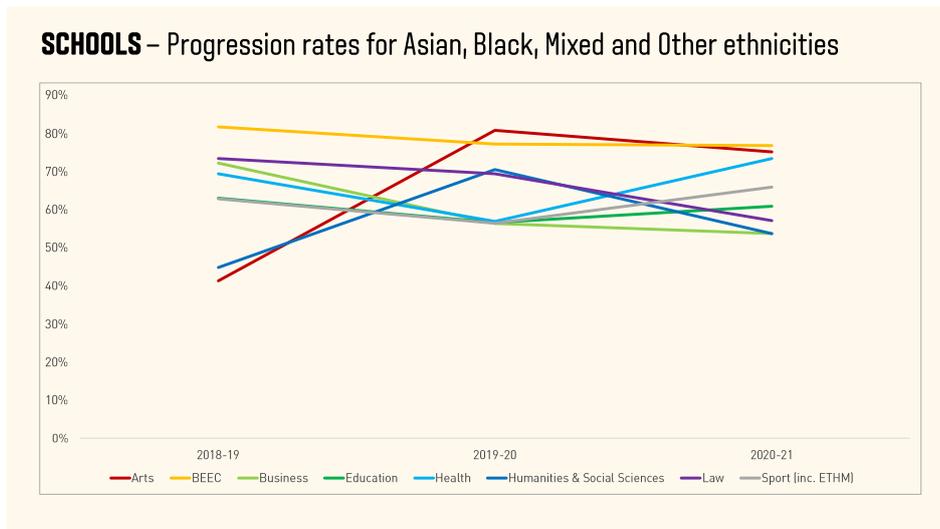


Again, differentials in overall school completion rates flow through to IMD Quintile 1-2 students.

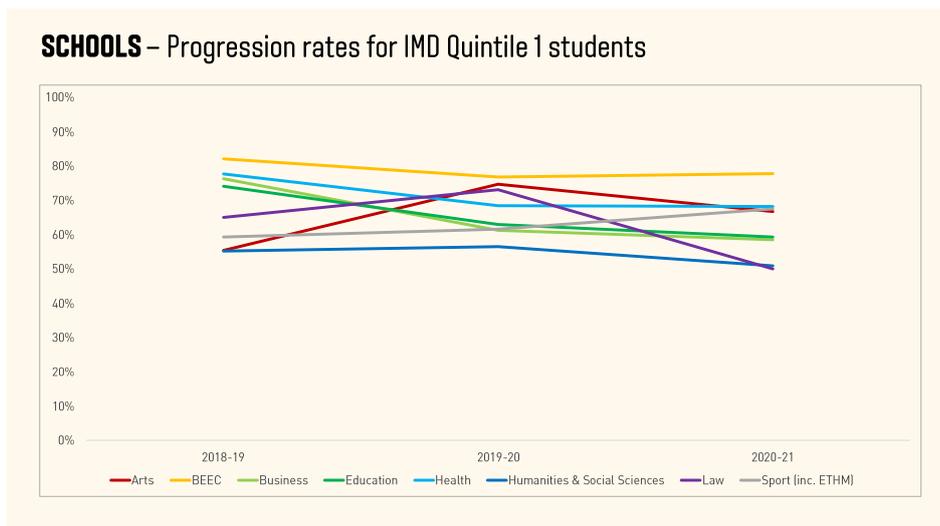
SCHOOLS – Completion rates for IMD Quintiles 1 and 2 students



Progression rates for Asian, Black, Mixed, and Other ethnicities are based on small numbers, hence the fluctuations across years. And again, differentials for ABMO graduates reflect the overall school outcomes at this stage.



And the same point applies to IMD Quintile 1 progression rates as shown below.



ANNEX B: Intervention strategies (further information) - rationale, assumptions and evidence base.

Intervention strategy 1 (IS1) – Access

Objective, indicators of risk, aims and targets:

Objective, targets and risks:	
To reduce the access gap for mature students and students from Asian, Black, Mixed and Other ethnicities, whilst recognising intersectional impact upon access. We will achieve this through learning from shared best practice from across the sector, embracing internal and external partnerships to develop targeted and differentiated interventions; growing impactful outreach; growing attainment across our local communities; and building responsive and flexible practice.	
Target: To reduce identified access gaps to national comparator levels, or better (numerical targets as below).	By: 2029

Leeds Beckett University indicators of risk	Links to Equality of Opportunities Risk Register (EORR)
<p>3. A persistent gap in access for ABMO ethnicities relative to national rates.</p> <p>4. A persistent gap in access for mature students relative to national rates.</p>	<p>Risk 1: Knowledge and skills</p> <p>Risk 2: Information Advice and Guidance</p> <p>Risk 3: Perception of higher education</p> <p>Risk 4: Application success rates</p>

Targets	Baseline % 22/23	25/26 %	26/27 %	27/28 %	28/29 %
To reduce the access gap for students from Asian, Black, Mixed and Other ethnicities to those comparable with national rates.	13.6	13	12.8	12.6	12.4
To reduce the access gap for mature students to those comparable with national rates.	16.6	16.2	16	15.8	15.6

Evidence base and rationale:

This intervention strategy addresses our objective to reduce the access gap for mature students and students from Asian, Black, Mixed and Other backgrounds. To achieve this, we have developed

a programme of interventions, informed by research from key organisation such as the Education Endowment Fund, TASO (Transforming Outreach and Student Outcomes in Higher education), the Runnymede Trust and Sutton Trust which are underpinned by robust Theories of Change. In our interventions we have developed strong and sustainable partnerships with our associated schools and colleges to draw insights at each stage of the programme, informing their design and development. Our long-standing commitment to Widening Participation has allowed us to focus on programmes that have proven impact and success. Our existing interventions have delivered a 5% increase in ABMO participation between 2016-2021, however we recognise the need to go both faster and further where an activity is to continue. A refocusing of activities onto the target group will be key to our approach.

Our intervention strategy is multi-layered and will look to primarily address the EORR risks 1-4, and to increase the application rates for ABMO and mature students. Building on work undertaken by TASO, which identified a link between IAG and access to university, our flagship intervention is the Progression Module, a collaborative initiative facilitated in partnership with the University of Huddersfield. The programme has a proven track record of increasing HE progression, demonstrated through analysis of comparator groups via HEAT. It aligns with the Gatsby Benchmarks and forms a central part of schools and colleges careers programmes. We also recognise the need to work closely with participants to change the perception of higher education for ABMO groups (EORR Risk 3). This is the key objective for our UJIMA programme, a residential event working with Black African and Black Caribbean boys first held in 2002. The programme has demonstrated significant impact in changing the perception of higher education, developing a sense of belonging amongst participants and has fostered strong and sustainable partnerships with community groups.

In targeting mature students, we will seek to deepen partnerships with key 'Access to HE' providers in the region, working with teachers to develop a comprehensive pre-enrolment service. Working in close alignment with our academic schools to provide support to mature student cohorts ahead of scheduled interviews, will allow students to perform at their best. This will enable confident progression for mature students who may be less familiar with university processes and structures. Internally, we will review our admissions processes and entry requirements on courses commonly applied to by mature students to ensure there are no unintended barriers facing this group.

In response to the OFS APP guidance to support the attainment of disadvantaged students, and meeting EORR Risk 1, we have outlined interventions aligned to our local context and institutional strengths. All activity has been co-created with partner schools to ensure synergy with the established curriculum. Our targeted approach is sensitive to intersectionality in widening participation in recognising that, for example, in the 10% of most deprived neighbourhoods, children of Asian or Black ethnicities outnumber those of White ethnicity by more than 3-to-1.

Building upon our existing successes, our understanding of external research, and the expectations as set out by the OfS, this intervention strategy is captured through four core themes. The interventions that are contained within them are a blend of adaptations to existing practice to better target the student populations identified in our assessment of performance; and new activities which we will develop over the lifespan of this plan.

1. Targeted and differentiated interventions:

This programme of initiatives builds primarily on two of our most impactful collaborative interventions and is supported by TASO validated and HEAT evaluation methods. These programmes seek to raise student aspirations, and access through structured interventions. In addition, they support the professional development of school and college staff through integrated staff training and development to support progression pathways into higher education. The initiatives demonstrate collaborative partnerships with other universities (University of Huddersfield), and feeder schools and colleges. These interventions have already proven impactful to improve access to higher education. However, we will review our approach to ensure our programmes are targeting the right schools and colleges based upon our understanding of student demographics; and are developed in partnership with school and college teaching staff to ensure we maximise the impact upon our target student populations needs.

Collaborations: University of Huddersfield, feeder schools and colleges, academic schools, student wellbeing.

2. Growing impactful outreach:

These interventions build on our core outreach activities but will be targeted to ensure we are engaging the right schools to impact successfully upon our target student characteristics. The interventions incorporate three distinct strands of activity – school and college (student) development workshops, teacher training and continuous professional development, and on campus insights events.

Collaborations: Feeder schools and colleges, teachers, Leeds Beckett University student ambassadors, academic schools

3. Growing attainment across our local communities:

Capitalising on our anchor position across our region, and as part of our commitment to continuing to raise attainment across the communities in which we operate, these interventions offer attainment raising and aspiration building mechanisms to support students both at KS1, KS2 and KS4. Providing content/ resources, campus visits, and effective student role modelling to inspire school age children in targeted schools, will allow us to support attainment. Building on existing practice, these interventions will be targeted within areas in which we know they will reach the intended student characteristic groups, working in partnership with our partner schools, teachers and students.

Collaborations: Partner schools, academic schools, Leeds Beckett University student ambassadors.

4. Building flexible/ responsive provision – enabling mature learners:

These interventions are centred on enabling responsive flexible provision which will attract mature students to Leeds Beckett University, whilst also taking a mature student informed approach to pre-entry support, and inclusive practice across our schools. Understanding our regional 'Access to Higher education' provision will inform a differentiated approach which enables us to adopt a targeted approach to addressing the gaps identified in our assessment of performance. Finally, a proactive approach to external engagement and business development will allow for us to drive

growth in our flexible provision which responds to employer needs and impact upon our mature learner populations.

Collaborations: Partner schools and colleges, external stakeholders and organisations, 'Access' tutor networks, Degree Apprenticeship team

IS1 activity table:

Activity	Inputs	Output/ Outcomes	Cross intervention strategy?
<p>Activity 1: Targeted and differentiated interventions.</p> <p><i>To deliver a programme or targeted interventions which support increased awareness of higher education and the options available for target student populations. Building on the success of existing programmes we will adapt our approach to ensure we are engaging the right schools and colleges to increase the access rates for targeted student populations.</i></p> <p>Target Student Groups: ABMO students and IMD 1&2 – recognising the intersectional connectivity across IMD and ABMO students.</p> <p>This activity includes:</p> <p>1.1 Progression module: An accredited Year 12 compact scheme primarily for students in West Yorkshire in collaboration with the University of Huddersfield. The programme will support c.1000 students with applications to higher education, and continuous professional development for school teaching staff through annual training and 1:1 support. Working in collaboration with partner stakeholders to develop our understanding of student needs and ensure the initiative is focused</p>	<p>Creation of resources both online and printed for schools.</p> <p>Widening participation team.</p> <p>Teachers and advisors.</p> <p>Workshops in schools.</p> <p>Student ambassadors.</p> <p>External speakers.</p> <p>Academic school taster sessions.</p>	<p>Output:</p> <p>Practical support for students to apply to universities, raising aspirations including teaching resources and presentations.</p> <p>Training and support to enable school teaching staff to provide ongoing support for pupils considering higher education (including toolkits).</p> <p>An annual teacher survey and focus group to assess the benefits of the module which provide change mechanisms within the theory of change.</p> <p>Teaching and careers staff are better equipped to support and advise young people about higher education and Degree Apprenticeships because of the sustained partnership and continuous professional development opportunities offered through the progression module.</p> <p>Outcomes:</p> <p>At the end of the programme, participants are more able to make an informed choice about Higher education study</p>	<p>IS2.2, IS3.1, IS3.2</p>

<p>on engaging the target student demographics identified.</p> <p>1.2 UJIMA programme: A residential summer school programme exclusively for students identifying a having Black African or Black Caribbean descent to increase confidence and sense of belonging in a university environment. The programme will engage c.40 students annually and include academic sessions which allow pupils to build skills, knowledge and networks within the university.</p>	<p>Two-night residential programme.</p>	<p>and have the skills and knowledge to submit a high-quality applications, through:</p> <ul style="list-style-type: none"> - Increased knowledge of higher education pathways, and application processes. - Increased confidence in applying for higher education. - Increased employability skills - Increased sense of belonging and growth of networks within and across universities such as with our student ambassadors to develop a positive association with higher education. <p>An increase in the recruitment of local students from our target demographic through sustained and structured work with this cohort.</p>	
<p>Activity 2: Growing impactful outreach.</p> <p><i>To continue to develop, build and refocus our outreach programme of activities which will support an increased awareness of higher education across our feeder schools, whilst raising the aspirations of students across the target populations. Working in partnership with schools to evolve the programme to maximise impact, address student needs and ensure we are delivering these initiatives in the right schools to grow access to higher education within the target student populations.</i></p> <p>Target Students Groups: ABMO students and IMD 1&2 – recognising the intersectional connectivity across IMD and ABMO students.</p>	<p>Schools and colleges outreach team.</p> <p>Student ambassadors.</p> <p>In school talks and workshops.</p> <p>On campus events and activities.</p>	<p>Output</p> <p>A suite of development workshops informed by feeder schools to address target students’ barriers to access higher education.</p> <p>A suite of continuous professional development workshops and resources to support and extend our reach across our school and college stakeholders, to address the access gaps identified.</p>	<p>IS2.1, IS2.2, IS3.1, IS3.2, IS3.3.</p>

<p>This activity includes:</p> <p>2.1 Student development workshops: delivering, refining and developing our series of talks and workshops to be delivered in schools and colleges to raise awareness of higher education and pathways, with a view to engaging the right schools to impact upon our target student groups.</p> <p>2.2 Teacher Training and continuous professional development: Developing and delivering a series of toolkits, lesson plans, training and resources to enable teachers in targeted feeder schools to support student career development and understanding of the higher education landscape.</p> <p>2.3 On campus events and insight days: Building, refining and developing our ‘on campus’ events programme for example, our pre-16 focus days, to offer a unique insight into our subject portfolio through working in partnership with identified feeder schools to address barriers to access to for our target student populations.</p>	<p>Academic content.</p> <p>Links to third sector organisations.</p> <p>Widening participation team.</p> <p>Teacher continuous professional development.</p>	<p>Identification of schools and colleges to support the access gaps identified, and to effectively target schools which meet the targeted student characteristics.</p> <p>Events which facilitate networking with academic staff and student ambassadors to promote more confident decision making in participants.</p> <p>Outcomes:</p> <p>Students from targeted demographics experience increased aspirations and identification with higher education pathways through building networks and subject knowledge (academic capital).</p> <p>Targeted students develop a greater awareness of career pathways and the value of higher education in realising ambitions.</p> <p>Increased sense of belonging for targeted student demographics through on campus experiences and networks.</p> <p>Increased motivation for participating students to engage with and succeed at KS4 & 5.</p>	
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<p>Activity 3: Growing attainment across our local communities. <i>Refining our approach to raising attainment in collaboration with our partner schools, through increased focus on targeting initiatives within schools with a high proportion of student characteristics identified in our assessment of performance. These activities build upon our anchor positioning within our region, and our commitment to support schools to raise student attainment and aspirations early in their education.</i></p> <p>Target Student Groups: <i>ABMO students and IMD 1&2 – recognising the intersectional connectivity across IMD and ABMO students.</i></p> <p>This activity will include:</p> <p>3.1 BTEC Mentoring: To refine and deliver our successful student mentoring programme. Delivered in partnership with identified schools, this initiative will bring together year 10 and 11 students with students from Leeds Beckett University, and facilitate visits to campus to raise aspirations. We will seek to expand the programme to target at school with high proportion of ABMO learners.</p>	<p>30 in-school sessions.</p> <p>To host 1-2 sessions per week over a 6-week period (phonics and maths).</p> <p>On-campus visit for participants to consolidate confidence and learning.</p> <p>Creation of resources/activities.</p> <p>Widening participation team.</p> <p>Student mentors.</p>	<p>Output:</p> <p>Development of resources and activities to support increased attainment through student centred mentoring and teaching.</p> <p>Evidence of targeted university intervention to impact upon pre-university attainment, to disseminate across the sector.</p> <p>Identification of schools across our locality with high volume of target student demographics to extend our network and partnerships.</p> <p>Outcomes:</p> <p>Participating students subject-based skills will improve including meta-cognition, subject-based vocabulary, and research (BTEC Mentoring).</p> <p>Participating students will foster connections between their current study and future career (BTEC Mentoring).</p> <p>Increased attainment and engagement levels for participating students within the school environment.</p> <p>Students engaged in the ‘Let Leeds Read’ initiative will increase:</p>	<p>IS3.2</p>
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<p>3.2 ‘Let Leeds Read’ primary phonics and maths programme: To build on our ‘Let Leeds Read’ initiative - Using our primary education students at Leeds Beckett University to support and deliver small group sessions within identified primary schools. The initiative is co-created with primary schools using evidence on teaching of phonics and maths. We will review our partnership schools as part of this activity to assess impact year on year.</p>		<ul style="list-style-type: none"> • Fluency in phonics • Confidence in reading • Enthusiasm for reading outside of the classroom. • Interest and confidence to discuss mathematical problems. 	
<p>Activity 4: Building responsive provision and inclusive practice – enabling mature learners.</p> <p><i>We will further develop our understanding of the barriers to access for mature learners and to develop internal infrastructure and resources to support inclusive recruitment for mature learners. We will also proactively target our interventions to support increased access; and capitalise on our flexible provision to grow our mature learner student cohorts through effective external engagement and business development.</i></p> <p>Target Student Groups: <i>Mature students</i></p> <p>This activity will include:</p> <p>4.1 Targeted support and engagement: We will develop a suite of presentations and workshops to</p>	<p>Schools and colleges.</p> <p>Widening participation team.</p> <p>Access tutors in key colleges.</p> <p>Academic expertise (interview support).</p> <p>In college workshop and events.</p> <p>Admissions and academic colleagues.</p>	<p>Output:</p> <p>Development of resources and materials to support mature student access from ‘Access to HE’ providers.</p> <p>Mapping of regional ‘Access to HE’ courses, including analysis of number of applicants from key centres and application success rates across key university subjects/courses.</p> <p>Developed understanding of barriers to access across subject portfolio.</p> <p>Development of resources and toolkits to support inclusive recruitment across our subject disciplines targeted at mature learners.</p> <p>Mapping of school provision and flexible pathways to support business engagement and development to</p>	<p>IS2.1, IS2.2, IS2.3, IS3.1, IS3.3, IS3.4</p>

<p>target within regional FE providers offering 'Access to HE' provision. This will include:</p> <ul style="list-style-type: none"> • Qualification Review – to ensure mature students are sitting all required qualifications before application. • Application – including writing UCAS applications. • Interview skills and techniques - supporting mature students with university interview processes. <p>4.2 Inclusive recruitment: We will conduct an internal review of entry requirements on key courses to ensure no unintended barriers to entry are preventing application or enrolment. This will be informed in partnership with mature student feedback to gain a depth of understanding as to application barriers.</p> <p>4.3 Flexible provision and business development: We will work with colleagues across the Degree Apprenticeship Team and schools to support impactful external partnerships which support the access and traction of our flexible provision for mature students.</p>	<p>Business development within degree apprenticeship team.</p> <p>Business Development within academic schools.</p>	<p>promote continuous professional development and degree apprenticeship pathways for those in employment.</p> <p>Outcome:</p> <p>Students from local 'Access to HE' provision will have greater understanding of university and Leeds Beckett University application process, with increased confidence in their ability to submit applications and (where relevant) attend interviews.</p> <p>Increased success rates for mature students when applying to study at Leeds Beckett University.</p> <p>Growth of employer engagement with continuous professional development and degree apprenticeship provision to support employee and regional skills development more broadly.</p>	
<p>IS1 Total Investment (4 years)</p>	<p>£1,880,000</p>		

IS1 Evaluation methods and publication:

Our access and widening participation team are informed practitioners, learning from best practice as members of national groups including Nerupi and NEON and regularly attend TASO and HEAT events to gain new insights into evaluative practices. Evaluation is embedded into our projects at their inception, underpinned by robust theories of change. For our longitudinal and attainment raising programmes, we meet OfS Type 2 empirical evidence using pre- and post-TASO validated surveys with results analysed using T-test statistical modelling.

We conduct mixed methods qualitative and quantitative evaluation and work to ensure we verify our work with insights of key stakeholders including teaching staff in schools and student ambassadors. To assess impact on HE progression we deploy longitudinal tracking through HEAT. This has demonstrated measurable impacts of our projects such as the progression module. For those projects that are focused on broader groups of students where longitudinal analysis is not possible, we conduct internal analysis of recruitment trends, which are scrutinised by university boards and committees.

Activity	Outcomes	Method(s) of evaluation	Summary of publication plan
Activity 1: Targeted and differentiated Interventions			Internal
Progression Module	Measurable increase in: <ul style="list-style-type: none"> • Knowledge about HE courses. • Confidence to apply to higher education. • Building networks in the university and wider professional community. • Employability skills. HE progression above comparator group using HEAT database.	Type 2 - Empirical Enquiry: TASO Validated Surveys – taken pre and post event. T-Test Statistical analysis. Track progression through the HEAT database measured against a comparator group. Stakeholder qualitative feedback.	Reporting through key university committees and governance – Academic Quality Standards Committee/ Academic Board/ Recruitment Board. Written reports and presentations. Internal best practice forums – e.g. DEAP forum.
UJIMA summer school	Measurable increase in: <ul style="list-style-type: none"> • Confidence. • Sense of belonging. • Knowledge of HE. • Progression to HE. Build strong and effective partnerships with schools which feed into recruitment from post 16	Type 2 - Empirical Enquiry: TASO Validated Surveys – taken pre and post event. T-Test Statistical analysis. Stakeholder qualitative feedback.	External Regionally: engagement with local groups including Go Higher West Yorkshire. National organisations and conferences including: Nerupi.
Activity 2: Growing impactful outreach:			TASO.

Targeted outreach	Measurable increase in: <ul style="list-style-type: none"> • Outreach activity of in key ABMO schools and colleges. • ABMO enrolments. • Student knowledge of key HE topics e.g. Student finance, course choices. 	Type 1 Narrative: Use of internal and external data to ensure effective targeting of activity. Qualitative feedback from teachers & student participants. Activity surveys (on campus activity).	other events.
Activity 3: Growing attainment across our local communities:			
BTEC Mentoring Project	Measurable increase in: <ul style="list-style-type: none"> • Confidence within the subject. • Metacognitive skills – e.g. planning own learning. • Subject specific vocabulary – EAL specific focus. • Awareness of career options linked to subject. Enhanced student revision techniques. Enhanced academic capital for participating students.	Type 2 Empirical Enquiry: TASO Validated Surveys – taken pre and post event. T-Test Statistical analysis. School data focussing on attitude for learning and course work grades and exam grades. Teacher feedback.	
'Let Leeds Read' /Make Maths Fun	Use of TASO validated surveys to measure: <ul style="list-style-type: none"> • Fluency in phonics. • Confidence in reading. • Enthusiasm for reading outside of the classroom. 	Type 2 Empirical Enquiry TASO Validated Surveys – taken pre and post event. T-Test Statistical analysis.	

	<ul style="list-style-type: none"> Oracy. 	<p>Qualitative feedback and focus groups with teaching staff.</p> <p>Phonics screening test scores pre and post the intervention.</p>	
<p>Activity 4: Building responsive provision and inclusive practice – enabling mature learners</p>			
Mature learner support	<p>Measurable increase in:</p> <ul style="list-style-type: none"> Success rate at interview for mature students. Mature student numbers joining Leeds Beckett University. Knowledge of key HE topics e.g. Student finance, interviews. 	<p>Type 1 Narrative:</p> <p>Review of interview success rates on key courses.</p> <p>Qualitative feedback from teachers & student participants.</p>	

Intervention Strategy 2 (IS2) – completion and attainment

Objective, indicators of risk, aims and targets:

Objective and targets:	
To reduce the completion and attainment gaps identified between male and female students, students from Asian, Black, Mixed and Other ethnicities, and students from socio-economic disadvantaged backgrounds, whilst recognising and monitoring intersectional impact. We will achieve this by enabling our academic community to enhance our inclusive curriculum and assessment; building a stronger sense of belonging and community for our students (working in close collaboration with our Students Union); and focusing on integrated mental health and wellbeing support across the curriculum and as part of the whole student lifecycle.	
Target: To reduce identified completion and attainment gaps to national comparator levels, or better (numerical targets as below).	By: 2029

Leeds Beckett University indicators of risk	Links to Equality of Opportunities Risk Register (EORR)
<p>7. A persistent gap in completion and attainment between ABMO students and students of white ethnicities.</p> <p>8. A persistent gap in completion and attainment between male and female students.</p> <p>9. A persistent gap in completion and attainment between IMD 1 and IMD 5 students.</p> <p>10. A fluctuating gap in completion and persistent gap in attainment between FSM eligible students and ineligible students.</p> <p>11. An increasing gap in completion between ABCS 1 and ABCS 5 students.</p> <p>12. An increasing gap in completion and attainment between TUNDRA 1 and TUNDRA 5 students.</p>	<p>Risk 1 – Knowledge and Skills</p> <p>Risk 6 – Insufficient Academic Support</p> <p>Risk 7 – Insufficient Personal Support</p> <p>Risk 8 – Mental Health</p> <p>Risk 9 – Ongoing impact of coronavirus</p> <p>Risk 10 – Cost Pressures</p> <p>Risk 11 – Capacity issues</p>

Targets (Completion)	Baseline % 22/23	25/26 %	26/27 %	27/28 %	28/29 %
To reduce the completion gap for students from Asian, Black, Mixed and Other (ABMO) ethnicities in comparison to those of white ethnicities, to a rate comparable to national completion gaps for the same student groups.	7	5.7	5.2	4.5	3.7
To reduce the completion gap for male students in comparison to female students, to a rate comparable to national completion gaps for the same student groups.	12.9	9.3	8	6.7	5.5
To reduce the completion gap for students from IMD 1 areas in comparison to IMD 5 students, to a rate comparable to national completion gaps for the same student groups.	12.1	11.5	11.3	11.1	10.9
To reduce the completion gap for Free School Meal (FSM) eligible students in comparison to those not eligible, to a rate comparable to national completion gaps for the same student groups.	12.3	10.2	9.5	8.7	7.8
To reduce the completion gap for ABCS 1 students in comparison to ABCS 5 students, to a rate comparable to national completion gaps for the same student groups.	28.7	25.7	24.7	23.6	22.5
To reduce the completion gap for students from TUNDRA 1 regions in comparison to those from TUNDRA 5, to a rate comparable to national completion gaps for the same student groups.	7.1	6.1	5.7	5.4	5

Targets (Attainment)	Baseline % 22/23	25/26 %	26/27 %	27/28 %	28/29 %
To reduce the attainment gap for students from Asian, Black, Mixed and Other (ABMO) ethnicities in comparison to those from white ethnicities, to a rate comparable to national attainment gaps for the same student groups.	16.1	14.6	14.1	13.6	13.1
To reduce the attainment gap for male students in comparison to female students, to a rate comparable to national attainment gaps for the same student groups.	11	8	7	5.8	4.5
To reduce the attainment gap for students from IMD 1 regions in comparison to IMD 5 students, to a rate comparable to national attainment gaps for the same student groups.	17	16.7	16.6	16.4	16.2
To reduce the attainment gap for students who were eligible for Free School Meals (FSM) in comparison to those students who were not eligible, to a rate comparable to national attainment gaps for the same student groups.	10.5	10.1	9.9	9.7	9.5
To reduce the attainment gap for students from TUNDRA 1 regions in comparison to those from TUNDRA 5 regions, to a rate comparable to national attainment gaps for the same student groups.	12.8	9.5	8.4	7.3	6.3

Evidence base and rationale:

This intervention strategy is informed by research from AdvanceHE (supported by wider sources) which suggests that student engagement, together with a targeted suite of interventions in terms of curriculum content, management and assessment, have the most impact in terms of supporting students from a diverse range of backgrounds. In particular, student engagement with learning is itself, a factor which supports retention, while active learning is a significant factor in supporting achievement.

This is further evidenced through our own internal analysis of student outcomes, which indicates that there is a significant correlation between students who fail and repeat elements, or levels, of their course, and eventual completion.

This correlation is at its highest in the early stages of a course:

- Students who repeat level 4 have a 43% chance of eventually completing their course.
- Students who repeat level 5 have a 55% completion rate.
- Students who repeat level 6 have a 92% completion rate.

Therefore, if we can increase students' success at every element of their assessment then this will reduce repeat study and have a positive impact on completion.

This will, in its turn, have an impact on student achievement. Further internal analysis of the profiles of students who have achieved lower-second class or third-class honours indicates module profiles with significant modal results of 40%. This would seem to indicate that these students carry a higher proportion of re-assessed results in their profile than their higher-achieving peers.

Thus, the core principles that support this intervention strategy are:

- **Focus on identity and community:** building cohort identity for all students beyond their immediate learning experience, including enhancing peer learning and support.
- **Providing a wide context for teaching and learning:** ensuring that all tutors consider the broadest range of materials to support teaching and learning.
- **Engaging students as agents in learning:** focusing on engagement and supporting engagement beyond the context of the seminar room.
- **Building and developing confidence:** staging learning across the course and identifying the ways in which development in learning supports independent critical thinking. Evidence from research identifies that there is a bi-directional relationship between wellbeing and learning.
- **Supporting inclusive assessment:** balancing the need to assess outcomes against an inclusive assessment philosophy which places no-one at a disadvantage for non-academic reasons.
- **Understanding cross-sectional factors influencing outcomes:** working with students to fully appreciate with their lived experience of university.
- **Focusing on the module as well as the course:** recognising that particular aspects of module teaching and assessment may have a negative impact on some learners.
- **Improve mental health and wellbeing across the whole university community:** taking a whole university approach to ensure our culture and environment supports good mental health, empowering students and staff to support their wellbeing, and providing effective support when needed.

These principles, in their turn, inform the interventions which we have proposed to support curriculum development, assessment philosophy and teaching practice, in partnership with our students.

Our interventions are focused across three aspects of our university infrastructure:

Institutional: establishing cross-university oversight of outcomes, holding courses to account for those outcomes, and ensuring progress is regularly monitored and reported at all levels. Developing the growth of inclusive course design, teaching, learning and assessment.

School-based: implementation of targeted, participatory projects focused on completion and attainment for our target groups of students.

Module / student: enabling academic teams to respond to outcomes data with localised action plans which have direct impact upon our target groups of students (and can be contextualised to local circumstances).

Building on these principles and our university infrastructure, the resultant activities contained in this intervention strategy can be summarised through three key themes:

1. Understanding what works and enabling the academic community:

This programme of enhancements will be centred on the development of a depth of understanding and analysis of our modules and student demographics. It will then build upon tools and academic best practice as developed by our Centre for Learning and Teaching (CLT) and will utilise these tools to embed inclusive course design and assessment into our annual monitoring processes. Good practice will be shared through CLT and the Development of Excellent Academic Practice (DEAP) programme, ensuring a responsive training and development programme for academic colleagues, informed by the needs of our students and course design / module analysis.

Collaborations: Academic schools, Centre for Learning & Teaching (CLT), Academic Quality Enhancement (AQE), Strategic Insights and Business Analysis (SIBA).

2. Building student sense of belonging and community.

Analysis of our modules reveals two extremes in terms of module delivery. On the one hand, we have around 38% of modules with fewer than nine students registered on them. On the other, we have a small number where single modules feed into large groups of courses, resulting in module sizes of over 500. Neither of these is ideal and students can become alienated (in different ways) in both scenarios. Furthermore, we have been working alongside colleagues in the Students' Union (SU) for some time, with some specific project work (such as a project titled "From A to B-longing" developed in our Leeds Business School). This project seeks to understand what builds successful community identity and support students' sense of belonging. These interventions will build on our findings and understanding of what works, to further deepen our collaboration across our University and the SU to drive greater student community and belonging, and as a part of our course design. Much of our academic focus in supporting completion and attainment is on course coherence and identity. Alongside this, it is vital that we establish student communities (of whatever form) which support belonging and make students feel fully engaged with their social, as well as academic, communities.

Collaborations: Students' Union, academic schools, Centre for Learning & Teaching (CLT), Academic Quality Enhancement (AQE), Strategic Insights and Business Analysis (SIBA).

3. Improving student mental health and wellbeing to support learning and attainment.

The OfS Insight Briefing, 2019: '*Mental Health: Are all students being properly supported*' suggested that students who reported a mental health condition have lower continuation, attainment and progression rates than those without. It is right therefore that we should focus on mental health as part of this intervention strategy.

We will build upon our whole university approach to supporting the mental health of our university community to support targeted student demographics to improve completion and attainment rates and develop / strengthen partnership work across our University professional service and

academic communities. Our school wellbeing practitioners are qualified mental health professionals and experienced teachers, based in student services, who work closely with our schools to develop and deliver bespoke psychoeducation that is relevant to course content and cohort identity. Since their introduction in 2022, this team have made significant progress however, this is uneven across the schools, with almost 100% coverage in some and less than half in others. The University Wellbeing Strategy is supported by a Wellbeing Improvement Plan led by a cross-university working group drawn from schools, professional services and the SU.

Our progress has resulted in Leeds Beckett University receiving a University Mental Health Charter Award for the development and implementation of our whole university approach to mental health.

These enhancements build on our experience to date, to further embed and scale mental health support, with the objective of supporting students to successfully navigate their learner journey with us, complete their studies, and thereby increase attainment.

Collaborations: Students' Union, academic schools, Centre for Learning & Teaching (CLT), student wellbeing, professional services

IS2 activity table:

Activity	Inputs	Outcomes	Cross Intervention Strategy?
<p>Activity 1: Enabling the academic community: <i>Embedding inclusive course design/assessment tools, and a research informed, responsive academic development programme.</i></p> <p>Target Student Groups: <i>Male students, and students from ABMO and disadvantaged backgrounds.</i></p> <p>1.1 Understanding our student demographics and differentiation across our portfolio: Capitalising and building on our analytical dashboard capabilities which can focus both on publicly available (B3) outcomes and internal data, such as first assessments and interim examination board outcomes to analyse and cross reference module outcomes. This will enable identification of, and response to, school, subject and course-level issues. Further intersectional analysis of key target groups will form a part of the development of this strand.</p> <p>1.2 Understanding and redefining course and module delivery to promote success: We will conduct a major review of over 2,500 modules to identify courses where failure and reassessment are persistent issues, as well as those that demonstrate higher levels of achievement. We will task teaching teams to consider what aspects of design and delivery</p>	<p>ICDT/ research informed training and development supported by Centre for Teaching and Learning (CLT).</p> <p>Module analysis, engagement and success monitored by Academic Quality Enhancement, and Strategic Insights and Business Analysis Team.</p> <p>Module-by-module development work supported with module teaching teams and CLT.</p> <p>Engagement with academic staff through CLT's Development of Excellent Academic Practice (DEAP) programme.</p>	<p>Output:</p> <p>Analysis of continuation, assessment outcomes and attendance across all courses, providing impetus for early response to challenge, as well as sharing of good practice.</p> <p>Evaluation of the effectiveness of attendance monitoring supported by Tableau dashboard reflecting attendance trends across all courses.</p> <p>Sharing of good practice through our DEAP Activities.</p> <p>Dissemination of the outputs of pedagogic research and scholarship will be supported by CLT's Centre for Research into Teaching in Higher education.</p> <p>Intersectional analysis to be shared during academic year 2024/25.</p> <p>Module-level analysis to have been undertaken by February 2025. Target modules included for specific development activity, February – August</p>	<p>IS1.2, IS1.4, IS3.1, IS3.2</p>

<p>are affecting success and share good practice where this is identified.</p> <p>This will result in module-level analysis of outcomes, identifying modules where there are low pass rates and addressing these through teaching teams. It will also enable us to identify systemic issues of understanding of assessment briefs, or challenges in developing good academic practice across all groups of students, and to identify and address the specific issues that students in our target groups may experience.</p> <p>1.3 Increased emphasis on the use of the Inclusive Course Design Tool (ICDT) at course level: Building on our ICDT, to embed inclusive practice course self- evaluation and action planning as a standard and integrated process. This will incorporate a focus on inclusive assessment strategies, utilising our inclusive assessment guidelines in conjunction with the ICDT to identify course level / module level improvements and actions.</p> <p>1.4 Promoting attendance and responding to lack of attendance: Full implementation, extension and roll out of our SEAtS attendance tracking system will enable colleagues to effectively track and monitor student attendance as early (and constructively) as possible, enabling a responsive academic community (and needs analysis) through effective tracking of student engagement.</p> <p>1.5 Developing and embedding inclusive practice training and development: Research and development of inclusive practices is supported through pan-university networks, fora, workshops and resources. We will continue to review these</p>	<p>Course directors and course teaching teams to develop responses to attendance issues and share good practice.</p> <p>Commission intersectional analysis from Strategic Intelligence and Business Analysis to understand relationships between demographic categories.</p> <p>Scoping and purchase of additional functionality.</p>	<p>2025, leading to module changes to be implemented in following academic year.</p> <p>100% of courses to have undertaken self-analysis by December 2025.</p> <p>Resulting action plans built into Annual Monitoring and Good Standing process in 2025/26.</p> <p>Monitoring of staff engagement with development activities – promoting an annual increase in engagement.</p> <p>Outcomes:</p> <p>Increased staff engagement with inclusive practice principles of curriculum development.</p> <p>Increased student engagement with curriculum.</p> <p>Increased completion and attainment rates through reducing fail and repeat rates across courses.</p>	
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<p>materials (and approaches) to ensure they enable continuous enhancement and course development through training and development for our academic community. Utilising insights from ICDT, module analysis and attendance monitoring to inform development.</p>			
<p>Activity 2: Building student sense of belonging and community.</p> <p><i>We will work in partnership across the University to build on our work to establish a strong student community, both across their subject discipline, and the whole student lifecycle, to enhance student sense of belonging with a positive impact upon continuation, completion and attainment.</i></p> <p>Target Student Groups: <i>Male students, and students from ABMO and disadvantaged backgrounds.</i></p> <p>2.1 Enhancing course coherence and identity: We will undertake analysis of the module – course relationships in all areas, seeking ways to constructively share teaching , across courses to support foundational and skills development, and to enhance coherence and community. Reducing the volume of modules will also have beneficial impact on timetabling, allowing for the development of more flexible provision, which will further support students with complex lives outside university.</p> <p>2.2 Partnership working with Students’ Union, enhancing community and identity across courses and subjects: We will build on the findings from our own internal collaborative research project led by our Business School in partnership with our SU ‘<i>From A to B-Longing</i>’ to further develop this work</p>	<p>Analysis of modular provision across courses supported by Strategic Insight and Business Analysis and Academic Quality Enhancement Office.</p> <p>Module-by-module development work supported with module teaching teams and CLT.</p> <p>Training development for course directors and teaching teams supported by the CLT and monitored by the Academic Quality Enhancement Office.</p> <p>Course teaching teams redefining course and module structures to promote coherence and streamlining.</p>	<p>Output:</p> <p>Promulgated through engagement with the Students’ Union and within our regular liaison sessions.</p> <p>The development of student societies and community-focused activities to drive sense of belonging and community.</p> <p>Effective, visible and tangible partnership between SU, course teams and professional services.</p> <p>Clear analysis of module delivery and an understanding of modular effectiveness which will be implanted through course changes and development in the 2024/25 academic year for delivery from September 2025.</p> <p>This will be a separate activity within the “Curriculum Modernisation Project” monitored by the Academic Quality Enhancement Office and reported through Academic Quality and Standards Committee and Academic Board.</p> <p>Clear monitoring of the number of modules we deliver, and student</p>	<p>IS1.1, IS1.2, IS1.4, IS3.1, IS3.2</p>

<p>with a targeted focus on course and subject societies, volunteering activities and peer-support and learning.</p>	<p>SU support to drive increased engagement with co and extra-curricular activities in support of the whole student lifecycle and belonging.</p>	<p>participation in those modules, across the target student demographics.</p> <p>Outcomes:</p> <p>Increased student participation within the curriculum and whole student lifecycle across the target student demographics.</p> <p>Increased engagement student societies and community focused activities.</p> <p>Increased rates of completion and attainment across target student demographics because of increased sense of belonging.</p>	
<p>Activity 3: Improving student mental health and wellbeing to support learning and attainment.</p> <p><i>We will focus on our student and whole university community mental health, to support the increase in completion and attainment rates across our target student demographics, increasing its visibility through embedding and establishing our practices within the university infrastructure.</i></p> <p>Target Student Groups: Male students, and students from ABMO and disadvantaged backgrounds.</p> <p>3.1 Embed psychoeducation into all academic courses: We will enhance the relationship between central professional support and courses – embedding psychoeducation within our curriculum to build further collaboration with a view to reaching 100% of courses by 2028.</p>	<p>Creation of psychoeducational resources to support integration of mental health support across all courses.</p> <p>Support from the CLT to support the ongoing development of practitioners’ teaching, and the development of materials.</p> <p>Student support service evaluation and impact of support across the curriculum; and to</p>	<p>Output:</p> <p>Development of psychoeducation content by school Wellbeing Practitioners working alongside academic colleagues in each course.</p> <p>Ongoing analysis of evaluation and impact to ensure an ongoing process of improvement supported by Student Services.</p> <p>A depth of understanding of student and staff mental health challenges to inform evolving interventions and actions at course level.</p> <p>100% of courses to include psychoeducation, relevant to course</p>	<p>IS1.4, IS3.1, IS3.2</p>

<p>3.2 Enhance the mental health and wellbeing of the Leeds Beckett University Community, to improve belonging, learning, completion & attainment: We will adopt a “whole University” approach to mental health and wellbeing, building on the work that enabled us to achieve our Student Mental Health Charter and ensuring that our Wellbeing Improvement Plan is widely disseminated and embedded in all areas.</p>	<p>identify further opportunities to embed the consideration of mental health wellbeing in core university activities and day to day experiences.</p> <p>Ongoing work and development led by the working group drawn from across the university and a range of cross university task groups focussed on delivering improvements in specific areas defined in the Mental Health Charter.</p> <p>Continuing work to capture student and staff voice and experience to ensure interventions and actions are appropriately targeted.</p>	<p>content and cohort identity that effectively empowers them as individuals and communities to maintain and improve wellbeing.</p> <p>Enhanced cross-university collaboration between Student Services and schools to improve support for students.</p> <p>Outcomes:</p> <p>Clear demonstration through evaluation of positive impact of psychoeducation on student knowledge and understanding of wellbeing and its relationship to learning and confidence in their ability to manage their wellbeing.</p> <p>Achieving a University Mental Health Charter Award with Merit by July 2028.</p> <p>Improved mental health and wellbeing of the university community.</p>	
<p>IS2 Total Investment (4 years)</p>	<p>£632,000</p>		

IS2 Evaluation methods and publication:

The essential element of driving up completion is to increase the rates of first-time success for students, so we will be closely monitoring success rates within individual assessments and modules. These provide some “lead indicators” which can help to forecast the likely success of outcomes at course level, when reported through externally evaluated data returns.

Each activity will be evaluated using mixed methodologies of qualitative and quantitative analysis techniques, including direct stakeholder feedback, and reviewing core data for monitoring and impact assessments. Strong evaluation practices will be incorporated into the design and development of activities from the outset, utilising the ‘*Examples of Best Evidence*’ documented in the OfS Evaluation Toolkit ([Using standards of evidence to evaluate impact of outreach](#) – Section 4).

The evaluation of these interventions will therefore include:

- Immediate and short-term qualitative feedback from stakeholders – academic colleagues and students.
- Evaluation of training and development initiatives implemented by our Centre for Teaching and Learning.
- Medium term impact measures such as understanding module pass/ fail rates, where interventions have been deployed.
- Long term assessment of performance through official returns and an understanding of the impact of interventions upon students’ completion and attainment rates.

Activity	Outcomes	Method(s) of evaluation	Summary of publication plan
Activity 1: Understanding what works and enabling the academic community.			
Evaluation of engagement with Inclusive Course Design	Measurable increase in: <ul style="list-style-type: none"> • Staff engagement with inclusive practice principles of curriculum development. • Student engagement with curriculum. • Completion and attainment rates through reducing fail and repeat rates across courses. 	<p>Type 1 Narrative: Academic case studies of engagement with inclusive course design and impact.</p> <p>Type 2 Empirical Enquiry: Evaluate through annual monitoring and good standing process and generation of</p>	<p>Internal: Reports to Academic Quality and Standards Committee and Academic Board on operational matters.</p>

		reports capturing increased academic engagement.	Progress reports to Access and Participation Steering Group.
Development of inclusive practice	<p>Measurable increase in:</p> <ul style="list-style-type: none"> • Staff engagement with inclusive practice principles of curriculum development. • Student engagement with curriculum. • Completion and attainment rates through reducing fail and repeat rates across courses 	<p>Type 1 Narrative: Academic and student case studies of engagement with inclusive course design and impact upon sense of belonging.</p> <p>Type 2: Empirical Enquiry: Evaluate through student attendance and participation monitoring.</p> <p>Monitoring of academic engagement with training and development within areas of curriculum in which high volume of target student demographics.</p>	<p>Overall outcome reports to Board of Governors.</p> <p>External: Dissemination of the outputs of pedagogic research and scholarship will be supported by CLT's Centre for Research into Teaching in Higher education</p>
Development of inclusive assessment	<p>Measurable increase in:</p> <ul style="list-style-type: none"> • Staff engagement with inclusive practice principles of curriculum development. • Student engagement with curriculum. • Completion and attainment rates through reducing fail and repeat rates across courses 	<p>Type 1 Narrative: Academic and student case studies of engagement with inclusive course design and impact upon sense of belonging.</p> <p>Type 2: Empirical Enquiry: Evaluate through annual monitoring and good standing process and generation of reports – capturing increased academic engagement.</p>	<p>We will seek to share the findings of our projects and initiatives in appropriate external teaching and learning forums, for example our project 'From A to B-Longing' will be distributed and shared across our academic</p>

		Monitoring and reporting progress towards targets of all courses having participated in analysis and created action plan.	community through CLT, and through the National Teaching Fellowship Symposium.
Activity 2: Building student sense of belonging and community.			
Enhancing course identity	<p>Measurable increase in:</p> <ul style="list-style-type: none"> • Student participation within the curriculum and whole student lifecycle across the target student demographics. • Student engagement with societies and community focused activities. • Completion and attainment rates across target student demographics because of increased sense of belonging. 	<p>Type 1: Narrative: Student case studies and feedback from courses which have been identified and implemented action plans.</p> <p>Type 2: Empirical Enquiry: Monitoring course action plans and the impact upon student engagement within the curriculum.</p> <p>Student Union engagement data with the broader student lifecycle as part of the enhancing community and identity project.</p>	
Module effectiveness	<p>Measurable increase in:</p> <ul style="list-style-type: none"> • Student participation within the curriculum and whole student lifecycle across the target student demographics. • Completion and attainment across target student demographics because of increased sense of belonging. 	<p>Type 1: Narrative: Student and academic school case studies and feedback as to the impact of optimising module delivery to create a greater sense of belonging and student community.</p> <p>Type 2: Empirical Enquiry:</p>	

	<ul style="list-style-type: none"> Academic engagement in the development of course content in response to module analysis. <p>Reduction in volume of modules to support student community and belonging.</p>	<p>Reporting effectiveness in the streamlining and reduction of very large and very small modules through:</p> <p>Reporting student engagement, continuation, completion and attainment across courses in which modules have been adapted in accordance with this project.</p> <p>We will also monitor timetabled events and report accordingly.</p>	
<p>Activity 3: Improving student mental health and wellbeing to support learning and attainment.</p>			
<p>Enhancing student mental health through integrated mental wellbeing support within the curriculum; and scaling our whole university approach to mental health and wellbeing.</p>	<p>Measurable increase in:</p> <ul style="list-style-type: none"> Use of central wellbeing professional services by academic community and target student demographics. <p>Improved mental health and wellbeing of the University community.</p> <p>Clear demonstration through evaluation of positive impact of psychoeducation on student knowledge and understanding of wellbeing and its relationship to</p>	<p>Type 1 Narrative:</p> <p>Evaluation and feedback of student and staff engagement with integrated wellbeing support.</p> <p>Type 2 Empirical Enquiry:</p> <p>Monitoring and reporting of student engagement, continuation, completion and attainment rates within programmes with integrated mental health support.</p> <p>Monitoring student engagement with central student wellbeing services across courses with integrated support.</p>	

	<p>learning and confidence in their ability to manage their wellbeing.</p> <p>Achieving a University Mental Health Charter Award with Merit by July 2028.</p>		
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Intervention Strategy 3 (IS3) – progression

Objective, indicators of risk, aims and targets:

Objective, Targets and Risks:	
To reduce the progression gap for students who originate from IMD (quintiles 1) areas, and students from Asian, Black, Mixed and Other ethnicities whilst recognising and acknowledging intersectional impact upon progression. We will achieve this by working across internal and external partnerships to develop university curriculum infrastructure; providing individualised and differentiated support; facilitating and diversifying access to employment opportunities; and challenging/ supporting inclusive employer recruitment.	
Target: To reduce identified progression gaps to national comparator levels, or better (numerical targets as below).	By: 2029

Leeds Beckett University indicators of risk	Links to Equality of Opportunities Risk Register (EORR)
<ol style="list-style-type: none"> 1. A fluctuating gap in progression between ABMO ethnicities and white ethnicities. 2. An increasing gap in progression between IMD Quintile 1 and IMD Quintile 5 students 	<p>Risk 1 – Knowledge and Skills</p> <p>Risk 2 – Information and Advice</p> <p>Risk 6 - Insufficient Academic Support</p> <p>Risk 7 – Insufficient Personal Support</p> <p>Risk 8 – Mental Health</p> <p>Risk 9 – Ongoing Consequences of Covid</p> <p>Risk 10 – Cost Pressures</p> <p>Risk 11 – Capacity issues</p> <p>Risk 12: Progression from Higher education</p>

Targets	Baseline % 22/23	25/26 %	26/27 %	27/28 %	28/29 %
To reduce the progression gap for students from Asian, Black, Mixed and Other (ABMO) ethnicities in comparison to students from white ethnicities to a rate comparable to national progression gaps for the same student groups.	8	5.6	4.8	4	3.2

To reduce the progression gap for students from IMD 1 regions in comparison to those from IMD 5 regions to a rate comparable to national progression gaps for the same student groups.	12.7	10.6	9.9	9.2	8.6
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Evidence base and rationale:

This intervention strategy is informed by sector best practice including that advocated through AGCAS and Advance HE; through review and evaluation of targeted interventions including those funded through the OfS Challenge Competition, and through evidence informed practice and evaluation by TASO.

Alongside the external insights, we have drawn on practice and evaluation evidence from the implementation of our previous plan and from significant enhancements in our employability data sets which have enabled the profiling of the targeted populations identified, throughout their learner journey, and at course completion. This data – captured through a Career Readiness Survey (CRS) at enrolment and re-enrolment, and from activity engagement and evaluation - has enhanced the contextual understanding of our student body and their needs. Further details of this approach, and the continued evolution of it in this new plan, are outlined in the ‘evaluation’ section of this strategy.

The core principles that form the basis of the rationale for activities throughout this intervention strategy are:

- **Student centred and collaborative:** to create a shared sense of ownership, advocacy, voice, and active participation. To provide opportunities to contribute qualitative insights and individual experiences that enhance understanding and positively influence the implementation and its outcomes/impact. To scaffold activities including access to funding and pre and post activity support, to address accessibility to psychological (wellbeing/mental health) and financial barriers to engagement.
- **Working with existing inclusive infrastructures:** being effective with resources to place the emphasis on the content, targeting and scaffolding of the intervention, as opposed to establishing the foundations from which to build it. Targeting progression enhancing interventions within the core structures of students’ learning experience – their course – to deliver equity of access to opportunity.
- **Effective and flexible use of resources, partnerships, and expertise:** internal collaboration, knowledge sharing and sustainable growth, to deliver longer term impact.
- **Connecting the learner journey:** joining up stages of APP – continuation, completion, attainment, and progression, through a whole student to graduate journey. (*Activity 1: Curriculum enhancement, Activity 2: Individual Support, Activity 3: Graduate Support*)
- **Context of our institution:** geography, economy, and community, and their effect on progression outcomes (OfS, 2021).

The resultant activities can be summarised through four themes, which align to the causal factors identified by HEFCE (2015), that lead to differences in student outcomes. Our activities under these

high-level themes are detailed below and in our intervention strategy, all informed by internal and external best practice, which will embrace collaborative partnerships internally and externally:

1. **Curriculum learning and enhancement:** learning, teaching, and assessment.

This programme of enhancements would be informed by, and focus on, embedding pedagogies for employability that develop skills and experience linked to positive progression outcomes. (Advance HE, 2021; Daubney, 2022). A central facet of this activity will be the contribution of students from ABMO and IMD 1&2 students, through co-creation design approach (Katz, 2021) which should result in a positive impact on student mental health (OfS, 2022). This thematic strand builds on our work within our School of Education, and in developing support to enable our academic community to effectively embed impactful employability provision across the curriculum.

Collaborations: Academic schools, Centre for Learning & Teaching (CLT), Academic Quality Enhancement (AQE), student wellbeing, people development.

2. **Individualised support:** staff-student support, sense of “belonging”, psychosocial and identity factors; social and cultural capital.

This programme of activities includes enhancing existing activities, and the creation of new support structures that facilitate an individualised, student centred approach to progression which improves students psychological, social and identity capitals (TASO, 2020, Advance HE, 2021, Coleman, 1990, Tomlinson 2017). These interventions capitalise upon existing structures within the university to provide focused and impactful support across our University infrastructure, whilst building effective role modelling, which raises aspirations.

Collaborations: Academics in schools, internal departments, regional sector EDI networks, employer partners, Students’ Union.

3. **Access to work opportunities:** economic capital, individual financial situations.

This provision will support the generation of opportunities that increase the career and work readiness of students, and recent graduates, in the target population. The opportunities will be supported with access to exclusive funding available to enable students to engage. In addition, the opportunities will be supported with pre-experience onboarding and post experience reviews – both factors identified as impacting retention and completion. (Qayyum et al, 2019; OfS, 2020, Advance HE, 2021).

The initiatives within this strand, build on internal good practice and evidence; and draw on sector best practice (OfS 2021, Gateway to Growth, University of East Anglia, 2021; Graduate Internships, Teesside University, 2020).

Collaborations: External partners (employers offering opportunities); and internal partners to support the growth of internal student opportunities (HR).

4. **Employer EDI practices:** inclusive recruitment

A partnership approach to engagement with employers that pledges joint commitment to equality, diversity and inclusion and positively influences practice through all stages of student-employer

interaction to address barriers – real or perceived – for students from the target population (Sutton Trust, 2020).

These interventions build on existing good practice of promoting diversity in our employer interactions, in addition to driving new inclusive practice support services for external stakeholders.

Collaborations: Employers, external EDI networks (AGCAS/ ISE/ ASET), Yorkshire Universities (Graduate Implementation Group), and regional organisations (Go Higher West Yorkshire, West Yorkshire Combined Authority, Leeds City Council).

These progression interventions will be delivered through the structural approach which we have adopted across all our employability services to ensure target student populations are a core consideration in all that we do - categorising our interventions as:

- **Inclusive:** ensuring our programme of co/extra-curricular activity are accessible for all our students.
- **Exclusive:** developing interdisciplinary interventions that take positive action to respond to unconscious barriers disproportionately affecting student characteristic groups, and that prioritise those students for participation.
- **Targeted:** developed with specific cohorts in mind – combining student characteristics, with our understanding of Graduate Outcomes and identified progression gaps.

IS3 activity table:

Activity	Inputs	Output/ Outcomes	Cross Intervention Strategy?
<p>Activity 1: Curriculum learning and enhancement:</p> <p><i>To deliver a programme of curriculum enhancement targeted to subject areas identified through our analysis of longitudinal progression gaps.</i></p> <p>Target student groups: <i>IMD 1&2 and/or ABMO undergraduate students from those subject areas with significant graduate outcomes differentials</i></p> <p>1.1 Leeds Beckett University employability curriculum framework development: To deliver an academic toolkit with a suite of recommended employability pedagogies and careers education messages at each level of student learning on undergraduate programmes.</p> <p>1.2 Student informed integrated employability: We will deliver an extended pilot of the student co-creation approach we have tested in the School of Education, within subject areas in which we identify higher numbers of our target student population.</p> <p>1.3 Curriculum consultancy and enhancement: We will apply the developed employability curriculum framework and student co-creation approach (in identified target subject areas) to extend our consultation services with academic colleagues,</p>	<p>Staff resource/delivery 0.5 x FTE.</p> <p>Staff training and development cost.</p> <p>External facilitation with student groups to mitigate institutional bias.</p> <p>Student resource for co-creational input [Six students per group].</p> <p>Financial compensation for students engaged in ongoing qualitative consultations and to provide student voice in staff training.</p>	<p>Outputs:</p> <p>Student-centred and evidence-based approach to embedding employability learning.</p> <p>An Institutional Framework and academic toolkit.</p> <p>Improvements in knowledge, confidence, and capability of academic colleagues to embed employability pedagogies.</p> <p>Disseminate findings of approach across sector.</p> <p>Outcomes:</p> <p>Increased numbers of students in target programmes and demographics identifying at later stages of career readiness – linked to increase in graduate outcomes (Cobb, 2019, Osborn et al 2020)</p> <p>Increased academic awareness of employability input within the curriculum and growth of embedded employability,</p>	<p>IS1.1, IS1.2, IS1.4, IS2.1, IS2.2, IS2.3</p>

<p>embedded with a process of continuous improvement - review, practice reflections and refinements.</p> <p>1.4 Academic development – To develop and roll-out training for colleagues involved in curriculum design within Leeds Beckett University, incorporating the framework and student co-design principles. Working in partnership across the University including schools and Centre for Teaching and Learning (CLT).</p>		<p>informed by student needs and awareness of student demographics.</p> <p>Positive outcomes for students engaged in the coaching.</p> <p>NOTE: This work would extend beyond the four-year plan to evaluate with GO metrics</p>	
<p>Activity 2: Individualised support.</p> <p><i>Developing personalised employability support and raising aspirations through new and enhanced support structures which create role models, relationships and connections.</i></p> <p>Target student groups: <i>Cross-institutional IMD1&2/ ABMO/disabled/mature -</i></p> <p><i>Recognition of intersectional characteristics.</i></p> <p>2.1 Targeted career development support: We will use insights into students’ career readiness and characteristics to develop targeted support services. This includes a personalised digital offer and defined communication groups to raise awareness of and engagement in exclusive opportunities for ABMO and IMD 1&2 students (AGCAS, March 2024).</p> <p>2.2 Enabling existing infrastructures: We will capitalise on the existing Academic Adviser infrastructure to link support for academic outcomes (continuation, completion, attainment) with career progression. (Smith, 2016, cited in Advance HE, 2021).</p>	<p>Systems - CRS data sharing and mentoring platform.</p> <p>Staff resources for development of toolkit for Academic Advisers and managing mentoring programme.</p> <p>Production of digital content and assets for online and on campus distribution</p> <p>Mentor time</p>	<p>Output:</p> <p>Academic Adviser Toolkit</p> <p>Growth of network connections across Leeds Beckett University.</p> <p>Policy position to underpin approach to representation on campus.</p> <p>Contribution to research of impact of social capital / connections on graduate outcomes.</p> <p>Contribution to research on importance of sense of belonging in HE and workplace.</p> <p>Outcomes:</p> <p>Students gain access to professionals from diverse backgrounds (TASO, 2022)</p>	<p>IS1.1, IS1.2, IS1.3, IS2.1, IS2.2, IS2.3</p>

<p>2.3 Career mentoring and role models: We will develop connections to professional networks and provide access to 1:1 career mentoring. This will take an intersectional approach to recognise the effectiveness of mentoring in supporting disabled students into work (TASO, 2022; Jones & Smith, 2022).</p> <p>2.4 Inspiring others: We will increase diverse student and graduate representation on campus to inspire target student characteristics. Story sharing of individuals from representative backgrounds including alumni will support effective role modelling (AGCAS, March 2024).</p>		<p>Increase engagement of target group students with careers activities.</p> <p>Students from target demographics reflect on increased sense of belonging within the University and increased career aspirations. Students move towards greater career clarity in CRS stages.</p> <p>Mentors further engage with Leeds Beckett University to support target students.</p>	
<p>Activity 3 – Access to work opportunities.</p> <p><i>Developing exclusive Leeds Beckett University work experience and professional development opportunities.</i></p> <p>Target student groups: <i>Cross-institutional IMD1&2/ ABMO/disabled/mature -</i></p> <p><i>Recognition of intersectional characteristics.</i></p> <p>3.1 On campus jobs: We will work with internal partners to develop impactful paid on-campus opportunities for target student demographics.</p> <p>3.2 Experiential Learning: We will developing a programme of professional development and workplace challenges to support inclusive and diverse student experiential learning – offering</p>	<p>Staff resource for opportunity development and to manage student payment processes.</p> <p>Financial investment in bursary</p> <p>Employer engagement to support activity delivery (opportunity, projects, challenges).</p> <p>System development and access (My Hub Talent Finder) further development work for managing processes.</p>	<p>Outputs:</p> <p>Consistent approach and policies across the University for generating and managing on- campus opportunities.</p> <p>Consistent approach for providing access to funding for engagement in Leeds Beckett University managed opportunities.</p> <p>Increased access to work experience for students and graduates as part of their co-curricular experience.</p> <p>Increased visibility of opportunities.</p> <p>Outcomes:</p>	<p>IS1.4</p>

<p>flexible experiential learning options to accommodate students' external commitments and responsibilities.</p> <p>3.3 Graduate transition support: We will extend our graduate transition / summer programme to support target students into meaningful highly skilled employment outcomes.</p>	<p>Development programme costings (graduate and summer programme costings and challenges)</p>	<p>Students and graduates develop work experience and insight that enhances their career thinking and preparedness for professional pathways – as evidenced in CRS.</p> <p>Students and graduates build confidence in the learning gained and in the value of the experience in the graduate job market – as evidenced in Progression Survey and Graduate Outcomes Survey 'voices'.</p> <p>Increase in highly skilled outcomes for target population.</p>	
<p>Activity 4: Employer EDI practices.</p> <p><i>Working with our employer stakeholders to drive EDI focused employer engagement practices to stimulate growth of inclusive opportunities.</i></p> <p>Target student groups: <i>Cross-institutional IMD1&2/ ABMO/disabled/mature -</i></p> <p><i>Recognition of intersectional characteristics.</i></p> <p>4.1 Strategic EDI partnerships: We will focus on building strategic partnerships with employers who actively commit to supporting EDI and to monitoring outcomes.</p>	<p>Staff resource for partnership and guidance work with employers</p> <p>Involvement, support and consultation with our Employer Advisory Board to build understanding and co-creation of inclusive recruitment resources and support.</p> <p>Staff resource for application coaching with students and graduates.</p>	<p>Outputs:</p> <p>Strategic Partnership agreements.</p> <p>Best practice recruitment and onboarding guides.</p> <p>Outcomes:</p> <p>Increase in proportion of target population in highly skilled placements and graduate employment.</p> <p>Employers reporting increased recruitment numbers in target population.</p>	<p>IS1.4</p>

<p>4.2 Extended inclusive best practice resources to support for employers: We will develop and deliver guidance and resources for employers that supports the development of inclusive practice – in opportunity engagement, recruitment, and onboarding.</p> <p>4.3 Assisted recruitment: We will provide additional support to employers and students through assisted recruitment approaches that provide coaching for students through the application process, and additional support through selection processes, for employers.</p>	<p>System development and access (My Hub Talent Finder) further development work for managing processes.</p>	<p>Students reporting positively of their experiences through recruitment and selection processes.</p>	
<p>IS3 Total Investment (4 years)</p>	<p>£1,508,000</p>		

IS3 Evaluation methods and publication:

The progression intervention strategy outlined above will be underpinned with a clear theory of change and operationalised through implementation of logic modelling by activity. Each activity will be evaluated using mixed methodologies of qualitative and quantitative analysis techniques, including direct stakeholder feedback, and reviewing core data for monitoring and impact assessments. Strong evaluation practices will be incorporated into the design and development of activities from the outset, utilising the *'Examples of Best Evidence'* documented in OfS Evaluation Toolkit ([Using standards of evidence to evaluate impact of outreach – Section 4](#)).

Examples of methodologies currently in practice for progression activities over short term, mid-term and long term include;

- logic modelling to develop clear, relevant and proportionate evaluation strategies.
- post (+/- pre) stakeholder surveys collecting quantitative and qualitative data.
- co-creational qualitative methods including, focus groups, structured interviews and listening rooms to add value to evidence bases and rationale for activity design – of note is the development of a student advisory board.
- collection of formal and informal holistic stakeholder feedback.
- tracking of impact through progression on core data sets including careers readiness, service engagement dashboards (Events, Appointments, Placements), Progression survey.
- review of longitudinal data sources, including NSS, Graduate Outcomes, full lifecycle career readiness.

Activity	Outcomes	Method(s) of evaluation	Summary of publication plan
Activity 1: Curriculum learning and enhancement:			
Employability framework and training	Measurable increase in: <ul style="list-style-type: none"> • Academic engagement with employability within the curriculum. • Embedded employability informed by needs of students within target demographics. • The number of students in target programmes and demographics identifying at later stages of career readiness – linked to increase in Graduate Outcomes (Cobb, 2019, Osborn et al 2020). • Positive outcomes for students engaged in coaching. 	<p>Type 1: Narrative.</p> <p>Robust rationale for the localised targeting of the activity.</p> <p>Contribution to literature and knowledge base for relevant and proportionate employability framework.</p> <p>Type 2: Empirical Enquiry.</p> <p>Stakeholder pre & post feedback of confidence and knowledge on topics included.</p> <p>Qualitative assessment with student co-creation and critical review of outputs</p>	<p>Internal:</p> <p>Annual service delivery planning – rationale and outcomes.</p> <p>UET annual reporting.</p> <p>Academic Quality Standards Committee.</p> <p>Developing Excellent Academic Practice conference (Centre for Learning & Teaching).</p>
Activity 2: Individualised support:			
Mentoring scheme.	Measurable increase in: <ul style="list-style-type: none"> • Student sense of belonging career aspirations. • Student career readiness. • Student engagement with careers activities and support packages linking to role models. • Student engagement with targeted support services. 	<p>Type 1: Narrative</p> <p>Robust rationale for localised targeting and yearly scaling of mentoring programme referenced in logic model.</p> <p>Type 2: Empirical Enquiry</p>	<p>External:</p> <p>AGCAS conference, task groups and</p>

	Mentors and external partners reflect positively upon students' sense of direction and career aspiration.	Pre & post assessment of core outcome metrics. Career readiness progression of student mentees.	Pheonix (AGCAS careers journal) articles.
Academic toolkit.	<p>Measurable increase in:</p> <ul style="list-style-type: none"> • Academic confidence in supporting student career queries through existing infrastructure (academic advisers). • Student career readiness. • Student career outcomes (through engagement with academic advisers). • Student engagement with targeted support services. 	<p>Type 1: Narrative</p> <p>Contribution of knowledge base for developing effective work experience opportunities for target students.</p> <p>Evidencing and contribution to inclusive recruitment and onboarding practices.</p> <p>Type 2: Empirical Enquiry</p> <p>Pre & post surveys of engaged students and graduates against defined outcome metrics.</p> <p>Progression of career readiness and career planning for target students, evidenced through CRS and Progression survey results.</p>	<p>Advance HE Employability Forum.</p> <p>ASET.</p> <p>NEON Network.</p> <p>Yorkshire Universities (including regional 'Graduate Implementation Project')</p>
Activity 3: Access to work opportunities:			
Graduate summer programme.	<p>Measurable increase in:</p> <ul style="list-style-type: none"> • Students and graduates developing work experience and insight that enhances their career thinking and preparedness for professional pathways. • Students and graduates' confidence in the learning gained and in the value of the experience. • Highly skilled employment outcomes for the target population. 	<p>Type 1: Narrative</p> <p>Student case studies and feedback from courses which have been identified and implemented action plans.</p> <p>Type 2: Empirical Enquiry</p> <p>Monitoring course action plans and the impact upon student engagement within the curriculum.</p>	

	Employers recognise the value of engagement, and the value proposition graduates can offer their organisations.	Student Union engagement data with the broader student lifecycle as part of the enhancing community and identify project.	
Activity 4: Employer EDI practices:			
Assisted recruitment approaches.	<p>Measurable increase in:</p> <ul style="list-style-type: none"> • Proportion of target student population in highly skilled placements and graduate employment. • Employers recruiting from target populations. • Employer awareness and knowledge of inclusive recruitment practices. <p>Students reflect positively on their experiences through recruitment and selection processes.</p>	<p>Type 1: Narrative</p> <p>Evidencing and contribution to inclusive recruitment and onboarding practices.</p> <p>Tracking of partnership outputs and outcomes, through hires and engagement in support.</p> <p>Type 2: Empirical Enquiry</p> <p>Progression of outcome metrics of confidence, value of experience, opportunity conversion (applied to successful).</p> <p>Comparative analysis of target student experiences (collected through qualitative and quantitative measures) of value of experience with employers on supported partnerships and those not engaged in employer support.</p>	

Fees, investments and targets

2025-26 to 2028-29

Provider name: Leeds Beckett University

Provider UKPRN: 10003861

Summary of 2025-26 entrant course fees

*course type not listed

Inflation statement:

Subject to the maximum fee limits set out in Regulations we will increase fees each year using RPI-X

Table 3b - Full-time course fee levels for 2025-26 entrants

Full-time course type:	Additional information:	Sub-contractual UKPRN:	Course fee:
First degree		N/A	9250
Foundation degree	*	N/A	*
Foundation year/Year 0	*	N/A	*
HNC/HND	*	N/A	*
CertHE/DipHE	*	N/A	*
Postgraduate ITT		N/A	9250
Accelerated degree		N/A	11100
Sandwich year		N/A	1385
Turing Scheme and overseas study years		N/A	1385
Other	*	N/A	*

Table 3b - Sub-contractual full-time course fee levels for 2025-26

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

Table 4b - Part-time course fee levels for 2025-26 entrants

Part-time course type:	Additional information:	Sub-contractual UKPRN:	Course fee:
First degree		N/A	6925
Foundation degree	*	N/A	*
Foundation year/Year 0	*	N/A	*
HNC/HND	*	N/A	*
CertHE/DipHE		N/A	3500
Postgraduate ITT		N/A	6400
Accelerated degree	*	N/A	*
Sandwich year	*	N/A	*
Turing Scheme and overseas study years	*	N/A	*
Other	*	N/A	*

Table 4b - Sub-contractual part-time course fee levels for 2025-26

Sub-contractual part-time course type:	Sub-contractual provider name and additional information:	Sub-contractual UKPRN:	Course fee:
First degree	*	*	*
Foundation degree	*	*	*
Foundation year/Year 0	*	*	*
HNC/HND	*	*	*
CertHE/DipHE	*	*	*
Postgraduate ITT	*	*	*
Accelerated degree	*	*	*
Sandwich year	*	*	*
Turing Scheme and overseas study years	*	*	*
Other	*	*	*

Fees, investments and targets

2025-26 to 2028-29

Provider name: Leeds Beckett University

Provider UKPRN: 10003861

Investment summary

A provider is expected to submit information about its forecasted investment to achieve the objectives of its access and participation plan in respect of the following areas: access, financial support and research and evaluation. Note that this does not necessarily represent the total amount spent by a provider in these areas. Table 6b provides a summary of the forecasted investment, across the four academic years covered by the plan, and Table 6d gives a more detailed breakdown.

Notes about the data:

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.

Yellow shading indicates data that was calculated rather than input directly by the provider.

In Table 6d (under 'Breakdown'):

"Total access investment funded from HFI" refers to income from charging fees above the basic fee limit.

"Total access investment from other funding (as specified)" refers to other funding, including OfS funding (but excluding Uni Connect), other public funding and funding from other sources such as philanthropic giving and private sector sources and/or partners.

Table 6b - Investment summary

Access and participation plan investment summary (£)	Breakdown	2025-26	2026-27	2027-28	2028-29
Access activity investment (£)	NA	£1,907,000	£1,907,000	£1,907,000	£1,907,000
Financial support (£)	NA	£3,510,000	£3,510,000	£3,510,000	£3,510,000
Research and evaluation (£)	NA	£762,000	£762,000	£762,000	£762,000

Table 6d - Investment estimates

Investment estimate (to the nearest £1,000)	Breakdown	2025-26	2026-27	2027-28	2028-29
Access activity investment	Pre-16 access activities (£)	£182,000	£182,000	£182,000	£182,000
Access activity investment	Post-16 access activities (£)	£274,000	£274,000	£274,000	£274,000
Access activity investment	Other access activities (£)	£1,451,000	£1,451,000	£1,451,000	£1,451,000
Access activity investment	Total access investment (£)	£1,907,000	£1,907,000	£1,907,000	£1,907,000
Access activity investment	Total access investment (as % of HFI)	5.1%	5.3%	5.3%	5.3%
Access activity investment	Total access investment funded from HFI (£)	£1,907,000	£1,907,000	£1,907,000	£1,907,000
Access activity investment	Total access investment from other funding (as specified) (£)	£0	£0	£0	£0
Financial support investment	Bursaries and scholarships (£)	£0	£0	£0	£0
Financial support investment	Fee waivers (£)	£195,000	£195,000	£195,000	£195,000
Financial support investment	Hardship funds (£)	£3,315,000	£3,315,000	£3,315,000	£3,315,000
Financial support investment	Total financial support investment (£)	£3,510,000	£3,510,000	£3,510,000	£3,510,000
Financial support investment	Total financial support investment (as % of HFI)	9.4%	9.7%	9.8%	9.8%
Research and evaluation investment	Research and evaluation investment (£)	£762,000	£762,000	£762,000	£762,000
Research and evaluation investment	Research and evaluation investment (as % of HFI)	2.0%	2.1%	2.1%	2.1%

Fees, investments and targets

2025-26 to 2028-29

Provider name: Leeds Beckett University

Provider UKPRN: 10003861

Targets

Table 5b: Access and/or raising attainment targets

Aim [500 characters maximum]	Reference number	Lifecycle stage	Characteristic	Target group	Comparator group	Description and commentary [500 characters maximum]	Is this target collaborative?	Data source	Baseline year	Units	Baseline data	2025-26 milestone	2026-27 milestone	2027-28 milestone	2028-29 milestone
To reduce the access gap for students from Asian, Black, Mixed and Other ethnicities to those comparable with national rates.	PTA_1	Access	Ethnicity	Not specified (please give detail in description)		Our assessment of performance indicates that we need to improve the access gaps for students from all ABMO ethnicities. Comparator groups: Students from white ethnicities.	No	The access and participation dashboard	2022-23	Percentage	13.6	13	12.8	12.6	12.4
To reduce the access gap for mature students to those comparable with national rates.	PTA_2	Access	Age	Mature (over 21)			No	The access and participation dashboard	2022-23	Percentage	16.6	16.2	16	15.8	15.6
	PTA_3														
	PTA_4														
	PTA_5														
	PTA_6														
	PTA_7														
	PTA_8														
	PTA_9														
	PTA_10														
	PTA_11														
	PTA_12														

Table 5d: Success targets

Aim (500 characters maximum)	Reference number	Lifecycle stage	Characteristic	Target group	Comparator group	Description and commentary [500 characters maximum]	Is this target collaborative?	Data source	Baseline year	Units	Baseline data	2025-26 milestone	2026-27 milestone	2027-28 milestone	2028-29 milestone
To reduce the completion gap for students from Asian, Black, Mixed and Other (ABMO) ethnicities in comparison to those of white ethnicities, to a rate comparable to national completion gaps for the same student group.	PTS_1	Completion	Ethnicity	Not specified (please give detail in description)	White	Our assessment of performance indicates that we need to improve completion rates for students from all ABMO ethnicities.	No	The access and participation dashboard	2022-23	Percentage	7	5.7	5.2	4.5	3.7
To reduce the completion gap for male students in comparison to female students, to a rate comparable to national completion gaps for the same student group.	PTS_2	Completion	Sex	Male	Female		No	The access and participation dashboard	2022-23	Percentage	12.9	9.3	8	6.7	5.5
To reduce the completion gap for students from IMD 1 areas in comparison to IMD 5 students, to a rate comparable to national completion gaps for the same student group.	PTS_3	Completion	Deprivation (Index of Multiple Deprivations (IMD))	IMD quintile 1	IMD quintile 5		No	The access and participation dashboard	2022-23	Percentage	12.1	11.5	11.3	11.1	10.9
To reduce the completion gap for Free School Meal (FSM) eligible students in comparison to those not eligible, to a rate comparable to national completion gaps for the same student group.	PTS_4	Completion	Eligibility for Free School Meals (FSM)	Eligible	Not eligible		No	The access and participation dashboard	2022-23	Percentage	12.3	10.2	9.5	8.7	7.8
To reduce the completion gap for ABCS 1 students in comparison to ABCS 5 students, to a rate comparable to national completion gaps for the same student group.	PTS_5	Completion	Association Between Characteristics of Students (ABCS)	ABCS quintile 1	ABCS quintile 5		No	The access and participation dashboard	2022-23	Percentage	28.7	25.7	24.7	23.6	22.5
To reduce the completion gap for students from TUNDRA 1 regions in comparison to those from TUNDRA 5, to a rate comparable to national completion gaps for the same student group.	PTS_6	Completion	Tracking Underrepresentation by Area (TUNDRA)	TUNDRA quintile 1	TUNDRA quintile 5		No	The access and participation dashboard	2022-23	Percentage	7.1	6.1	5.7	5.4	5

