



AGENDA for the 22nd March 2021 meeting

The 7th meeting of the Access and Participation Scrutiny Committee will be held at 11:30-13:00 via MS Teams

Part A: Preliminary Items		Paper	Led by
A1	Welcome and Introductions	Verbal	Chair
A2	Minutes from the meeting on 1 December 2020	APSC202010	Chair
A3	Actions and matters arising	APSC202011	Chair
A4	Review of ToR and Membership*	APSC202012a-b	Chair
Part B: Major Topics		Paper	Led by
B1	Access and Participation Plan 19/20 monitoring statement (APP submission (13), Success-Progress answers combined (14a), Excel s/s completed for Access (14b) and draft from AF (14c))	APSC202013 APSC202014a-c	C Watts, P Cardew, M Stow
B2	APP targets update March 2021	APSC202015	A Fern
Part C: Next Steps		Paper	Led by
C1	AOB		

Next meeting: 16 June 2021, 14.00-16.00

#paper to follow

**item will be taken without discussion unless a member notifies the secretary in advance that she or he wishes to request amendments*

MINUTES of the 1 December 2020 meeting (held via MS Teams)

Present:

Tracey Lancaster (TL) – Chair
Akin Akintoye (AA)
Phil Cardew (PC)
John Craig (JC)
Andrew Cooper (AC)
Andrew Fern (AF)
Sherry Iqbal (SI)
Jo Norry (JN)
Stephen Murphy (SM)
Damien Page (DP)
Ruth Pickford (RP)
Rhodri Thomas (RT)
Chris Watts (CW)
Andy Withey (AW)
Nigel Yates (NY)
Angela Schumann (AS) – notes

In attendance:

Emma Curson (EC)
Jonathan Holland (JH)
Mark Stow (MS)

Apologies:

Chris Prince (CP)
Charlotte Renwick (CR)
Sarah Swales (SS)

Part A: Preliminary Items

A2 Minutes from the last meeting

APSC.2020.001 **Received:**
Paper APSC-2020-01 – Minutes from the meeting on 12 June 2020

The minutes were agreed to be an accurate record of the last meeting.

A3 Matters arising

APSC.2020.002 **Received:**
Paper APSC-2020-02 – Actions from the meeting on 12 June 2020

The following actions were agreed to be closed:

APSC.2019.039 – there were no conclusive outcomes from the project

APSC.2019.053b

APSC.2019.057a

APSC.2019.057b

APSC.2019.080

APSC.2019.084

APSC.2019.091

APSC.2019.093

APSC.2019.098

APSC.2019.103

APSC.2019.110

APSC.2019.117

APSC.2019.121

APSC.2020.003 *Action 2019.041 - Research into continuation and attainment rates for BTEC vs A-Level students*

Noted:

PC and AF had discussed providing differential support for BTEC and A-level students. It was also noted that the changed learning environment, driven by the COVID outbreak, had resulted in curriculum and assessment changes for both types of qualifications.

ACTION: AF to split forthcoming UCAS data into A-level and BTEC students

APSC.2020.004 *Action 2019.053a – APP conference*

Agreed:

APP reporting guidelines were likely to change with the ongoing impact of the global health crisis. It was agreed to postpone any conference or webinar until such a time when we had sufficient clarity from the OfS.

APSC.2020.005 *Action 2019.055b – Work on a model that measures impact of welfare support*

Reported:

This piece of work was still to be undertaken, pending additional appointments in SIBA.

The OfS had confirmed a 16th of April deadline for submission of our next monitoring statement for the 19/20 Access Agreement (which was the first APP, following the demise of HEFCE and the Access Agreement regime).

ACTION: January APSC meeting to be moved to late February/ early March; add review of monitoring statement to the meeting agenda - AS

The next APP data set was expected in late February/early March, which would provide an indication of our performance against the APP targets and the meeting should take place following receipt of those data.

APSC.2020.006 *Action 2019.056 – Contact GHWY about possible data on entry barriers to university study for students from low participation backgrounds the consortium might already hold or collect*

Reported:

TL had contacted GHWY but further details were required

ACTION: TL and CW to discuss what data was needed

APSC.2020.007 *Action 2019.093 - Clarify any questions related to the new forms and process for reporting financial spend*

Noted:

Meetings with all Deans and Service Directors had taken place; no issues had been raised. Committee members noted that it had been useful to share the list of expenditure included by other Schools/Services.

The financial statement for 2019/20 had been signed off by the auditors. In January, NY would start the process of requesting the information for the 20/21 financial accounts and the April 2022 submission.

APSC.2020.008 *Action 2019.098 - Discuss offering pastoral support to students who participate in focus groups*

Student Services and the SU had discussed incorporating an offer to access pastoral support to students who participate in focus groups in the Student Research Agreement. A draft of the agreement had been shared at the SU and Management Liaison Group meeting. Further work was needed on this until the document could be shared wider than SUMLG.

ACTION: SI to share the Student Research Agreement with Emma Curson and Sarah Swales in HR once a final version had been agreed

APSC.2020.009 *Action 2019.117 – Look into providing benchmark information at subject level and providing a summary of all the targets per School*

Noted:

It had been agreed not to set targets at subject level. Data on institutional targets and School performance against the APP metrics was now available via Tableau. Deans suggested that Heads of Subject and Course Directors might not necessarily understand how to use the data provided. More guidance/training would be welcome. AF confirmed that, once additional staff had been recruited to join his team, he had planned to provide additional resources and training around data awareness for staff across the University.

APSC.2020.010 *Action 2019.128 - Liaise regarding the online guidance module developed for Academic Advisors so that a link to the additional material developed by Business Development can be included*
ACTION: JN to give MS access to the Academic Advisor module; MS to review and follow up with Student Services

A4 Review of Terms of Reference, Membership & meeting schedule for 20/21

APSC.2020.011 **Received:**
Papers APSC-2020-003a-b

- Access and Participation Scrutiny Committee Terms of Reference
- Access and Participation Scrutiny Committee Membership

APSC.2020.012 **Agreed:**
The following changes to the membership were agreed:
-Jo Norry, Director of Libraries and Student Services to join
-Andy Withey, Head of Student Money to join
-Sherry Iqbal's membership to be extended to August 2021
-Kay Rhoden-Campbell to be invited to join the Committee as the current SU E&D Officer

SI noted that the SU were planning a restructure of the Officer roles and there was likely not going to be an E&D Officer going forward.

ACTION: SI to email AS suggestion of SU representative to join the Committee

ACTION: SI and TL to discuss how representation from the BAME fora at future APSC meetings can be facilitated

Part B:

B1 Review of APP targets and Theories of Change

APSC.2020.013 **Received:**
Paper APSC-2020-004– APP target – dashboard
Paper APSC-2020-003 – Theories of Change

B2 Access Developments

APSC.2020.014 **Received:**
Paper APSC-2020-006 (presentation)

- Details of Contextual Offer Strategy
- Initial evaluation of Contextual Admissions Scheme
- Update on changes to recruitment and widening participation activity

APSC.2020.015 **Reported:**

The Committee received an overview of the Contextual Offer Strategy for intake 2021. Under model 1 all contextual offers are made at the same level, irrespective of predicted grades. Model 2 allows for variance in offers depending on predicted grades. The rationale was that if we made a conditional offer that appeared too low, it might put some applicants off. There was an even split between Schools who had opted for model 1 and model 2 and the University would be offering both for entry to 2021.

APSC.2020.016

Reported:

CW presented acceptance and enrolment data for 2016-2020 for the groups 'targeted' by the contextual admissions scheme. Data for 2016-2019 was based on HESA returns. Figures for 2020 were based on our own data and had not yet been ratified prior to submission to HESA (however, there was a high level of confidence in these data).

The data showed increases in enrolments for applicants from POLAR Q1 & Q2, IMD Q1 & Q2, Mature students and Care Leavers. Enrolments for disabled students and BAME students showed an increase up to 2019, but had dipped in intake 2020. This could be related to the impact of the COVID outbreak, but this was conjecture only. Data on students declaring a disability was likely to still be incomplete and CW expected the enrolment figure to increase as students declared their disability and records were updated over the course of the year.

APSC2020.017

Noted:

The Recruitment Team had won four Gold awards at the recent HEIST awards, including 'Best WP initiative' for our UJIMA residentials.

B3 Success Developments & major projects

APSC.2020.018

Reported:

The entire delivery model had had to be re-set due to the COVID 19 outbreak. Early reports indicated that this had a positive impact on student achievement. The improvement appeared to be due to a number of factors, not just mitigation, including having built in more support for students to encourage continuation and progression when the delivery model was adjusted. In depth analysis to understand the drivers of this and how to ensure we can continue to implement what was working successfully would need to be undertaken.

JC noted that there was disparity in what learning support students had access to depending on whether they could access resources and attend on campus or not. This should be factored into any analysis and future plans.

The use of different assessment methods and a corresponding decline in formal examinations also contributed. Deans commented that lightening of the 'regulatory burden' had been helpful.

APSC.2020.019

Reported:

One of the other main priorities for this academic year was to foster a sense of belonging for students and their subject area. This had also been impacted by the COVID outbreak. Some students had responded better than others to the blended learning approach adopted since March. Some form of online delivery would continue even once a return to campus was possible.

APSC.2020.020

Reported:

Roll-out of the self-assessment tool had been suspended for the current term, as staff were facing increased workload due to all the adjustments to delivery necessitated by the pandemic. PC was hoping that use of the tool could be phased in from April 2021. The earliest impact of this could be expected to show in course revalidation in 2022, with the full impact likely to show 2-3 years later.

APSC.2020.021

Noted:

The two main projects going forward would be on Engagement and Attendance. Engagement monitoring continued via MyProgress. The plan was to gather feedback from Schools in 2021 to review the impact.

Although a solution for attendance monitoring had been identified, due to the move to delivery online since March, there had been no opportunity to run a pilot to test the suitability.

ACTION: PC to contact the Compliance Team to find out if we have further information on UKVI regulations to establish whether the attendance monitoring system identified would be UKVI compliant

APSC.2020.022

Reported:

Student Services had received approximately 1,000 applications for the Digital Access fund, out of which approximately 700 were approved. The team were already receiving enquiries for next year.

The impact seemed to be positive. More detailed analysis was needed, to determine the impact and in what form we could best offer this type of support going forward.

AW reported that a similar analysis of the hardship fund over the last 2-3 years showed that recipients had been less likely to withdraw.

ACTION: AW to share data on the hardship fund and impact on withdrawal rates for the last two to three years

B4 Progress Developments

APSC.2020.023

Received:

Paper APSC-2020-007 – update on activities

The Committee received an update report on projects and activities to support our APP progress targets, covering three main areas:

- Data – understanding the data and how best to use to achieve our targets
- Engagement and Comms – specifically to increase engagement from the student ‘groups’ identified in the APP
- Graduate support

The committee welcomed the significant progress that had been made in this area over recent months and supported the initiatives in hand.

B5 APP data (headlines 2020 and process for 2021)

APSC.2020.024 **Received:**
Paper APSC-2020-008 (presentation) – APP targets autumn forecasting

APSC.2020.025 **Noted:**
AF noted that the last official APP data set had been received in April 2020. Some of the forecast was based on our annual student HESA return data which had been submitted in October. Performance against our targets would be updated once we received the latest figures from the OfS (expected February/March 2021).

Data on graduate outcomes was based on the latest DLHE data and would need to be updated once we received the graduate outcomes data.

Continuation rates provided by the OfS included students who continued their studies at another HE provider. The forecast data shown was based on our internal figures only (i.e. those that continued in their studies at our own university) and would be updated in February/March with the official OfS figures.

Year-on-year comparison of data would be difficult for the next two to three years, due to the unprecedented changes resulting from the pandemic.

APSC.2020.026 **Noted:**
PC noted that the rise in attainment was evident across the sector. Concerns were starting to be raised about grade inflation and the OfS might introduce more regulation across the sector.

The improvement in attainment at Leeds Beckett had been evident prior to the 2020 exam boards, so could be explained.

B6 Major set-piece projects

See item B3 above

B6 Equality, Diversity & Inclusion action plan 2020/21

APSC.2020.027 **Noted:**

Work was under way to finalise our ED&I action plan for 20/21. A draft had been shared at the last ED&I Committee to get feedback from staff, students and trade unions. The updated version had been shared with UET and signed off by FSRC. Pending some final amendments, the final plan would be shared with the ED&I Committee and SMG no later than January.

The plan would cover 6 strands:

1. Leadership
Objectives included: EDI actions forming part of UET members' PDRs, regular updates provided to UET, sharing/agreeing actions with SMG
2. Governance – via UET and ED&I Committee
3. Data and Compliance
HR would be working with AF to identify meaningful measures so data reports to measure progress could be developed. Data reports and analysis would support recruitment processes and development of a workforce profile
4. Setting of Standards
HR were developing an EDI code of conduct by spring 2021 to clearly set out expectations of staff and student behaviour and what 'sanctions' could be imposed if behaviour fell short of the expected standard.
More work on establishing victim support available to staff and students also formed part of this.

This year launched the Zero Tolerance campaign. Work was underway on an anti-racism campaign (covering both staff and students) to launch in 2021.
Currently, HR were collecting feedback from staff and students on a draft anti-racism statement.

Other objectives included: improved systems for records management of allegations of harassment; training programme, creation of safe spaces.
5. Inclusivity in recruitment processes
Objectives included all relevant managers to complete recruitment diversity training by April 2021 and all staff taking part in recruitment processes to complete updated online training by September 2021.
6. Charter Awards – Athena Swan and Race Equality Charter

Part C: Next Steps

C1 AOB No items were raised.

1 Dec 2020

ACTIONS

APSC.2019.039	Feedback from the Business School project to gain a more detailed understanding of the student experience of shared modules at Level 4 to be provided to APSC before July 2020	PC/RP	Closed
APSC.2019.041	Results of both pieces of research would be shared at APSC <ul style="list-style-type: none"> 1. Analysis of unexplained gap in attainment between black and white student populations 2. Research into continuation and attainment rates for BTEC vs A-Level students Agreed: split forthcoming UCAS data into A-level and BTEC students	PC	Closed
APSC.2019.053a(2)	An APP conference idea would be developed for the next APSC UPDATE: It was suggested to deliver the 'conference' as a webinar in September (as long as OfS APP guidance was available before then to develop the webinar)	PC, TL, CP, CW, AF CW	Postponed
APSC.2019.053b	Circulate link to selected pieces of existing research on cause and effect analysis	DP	Closed
APSC.2019.054a(2)	Develop a full project plan to monitor progress	AF	
APSC.2019.055b(2)	Work on a model that measures impact of welfare support on continuation and attainment - report on progress at October meeting	AF/PP Student Services	
APSC.2019.056	Contact GHWY about possible data on entry barriers to university study for students from low participation backgrounds the consortium might already hold or collect UPDATE: Discuss with CW to specify what data is needed	TL	
APSC.2019.057a	Circulate selected pieces of national research with best practice examples of increasing engagement with the BAME student community	DP	Closed
APSC.2019.057b	Meet to explore opportunities the BAME conference may offer to work with the student community on addressing issues raised by BAME students UPDATE: TL/SI to discuss how insights from the BAME student ambassadors can inform APSC and the APP targets/activities	TL/SI	Closed

APSC.2019.080	Progress with the development of a University Equality and Diversity plan and processes to support the recruitment of BAME staff would be reported to the committee before the end of the academic year UPDATE: HR to be invited to the next APSC meeting to report on the above	TL	Closed as in progress – Heather Paver leading
APSC.2019.084	CW offered to provide a detailed list of the various in-school and on-campus visits and the range of activities undertaken – committee members who wished to see this detail should contact CW	All/CW	Closed
APSC.2019.091	Reference the relevant theories of change in their update reports on Access, Success and Progress to the Committee	PC, CP, CW	Closed
APSC.2019.093	Two online meetings, one with Deans and one with Service Directors would be organised to clarify any questions related to the new forms and process for reporting financial spend on activities that related to the University's APP targets	NY	Closed
APSC.2019.098	Discuss offering pastoral support to students who participate in focus groups	PP/SI	Closed
APSC.2019.103	Check whether revised OfS APP reporting guidelines had been provided	CW	Closed
APSC.2019.108	Suggest review points for APP targets and theories of change (check for update on OfS monitoring requirements) and report at the next meeting	AF	Closed
APSC.2019.110	Send PP research ethics guidance	Sue Smith	Closed
APSC.2019.117	Look into providing benchmark information at subject level and providing a summary of all the targets per School	AF	Closed
APSC.2019.121	BC to provide details about a GHWY funded project focused on engaging with parents of applicants from BAME/APP groups to CW; CW to discuss Leeds Beckett participation in the project with Jonathan Holland	BC/CW	Closed
APSC.2019.127	AA would be interested in participating in the project to increase BAME student placement/work-based learning take up and to undertake further research to understand potential barriers for BAME students – to discuss with MS	AA/MS	
APSC.2019.128	Liaise regarding the online guidance module developed for Academic Advisors so that a link to the additional material developed by Business Development can be included Update: JN to give MS access to the Academic Advisor module	MS/JN	
APSC.2020.005a	January APSC meeting to be moved to March	AS	Closed
APSC.2020.005b	Add review of monitoring statement to March meeting agenda	AS	on Agenda
APSC.2020.008	Share the Student Research Agreement with Emma Curson and Sarah Swales in HR once a final version had been agreed	SI	

APSC.2020.012a	Email AS suggestion of SU representative to join the Committee	SI	Closed
APSC.2020.012b	Discuss how representation from the BAME fora at future APSC meetings can be facilitated	TL/SI	
APSC.2020.021	Contact the Compliance Team to find out if we have further information on UKVI regulations to establish whether the attendance monitoring system identified would be UKVI compliant	PC	
APSC.2020.022	Share data on the hardship fund and impact on withdrawal rates for the last two to three years	AW	

Access and Participation Scrutiny Committee Membership – 2020/21

Members [18]

Quorum [9]

Position	Member	Start of term	End of term	Nominated/Ex-officio
Deputy Vice Chancellor Resources (Chair)	Tracey Lancaster	n/a	n/a	Ex-Officio
Deputy Vice-Chancellor Academic	Phil Cardew	n/a	n/a	Ex-Officio
SU Education Officer	Sherry Iqbal	Sep 2019	Aug 2021	Nominated
SU Equality & Diversity Officer	Kay Roden-Campbell	Sep 2019	Aug 2021	Nominated
Senior School representatives: Dean of School of Education Dean of School of Events, Tourism and Hospitality Management Dean of School of Built Environment, Engineering and Computing Dean of School of Social Sciences Dean of School of Cultural Studies and Humanities	Damien Page Rhodri Thomas Akin Akintoye John Craig Andrew Cooper	Sep 2019	Aug 2022	Nominated
PVC Business Engagement	Chris Prince	n/a	n/a	Ex-Officio
Associate University Registrar	Stephen Murphy	n/a	n/a	Ex-Officio
Director of University Recruitment	Chris Watts	n/a	n/a	Ex-Officio
Director of the Centre for Learning & Teaching	Ruth Pickford	Sep 2019	Aug 2022	Nominated
Director of Library and Student Services	Jo Norry	Dec 2020	Aug 2023	Nominated
Head of Student Money	Andy Withey	Dec 2020	Aug 2023	
Director of Strategic Insight and Business Analysis	Andrew Fern	(Jan 2020)	n/a	Nominated
Co-opted members: Associate Director – People Operations Senior Management Accountant	Sarah Swales Nigel Yates	Sep 2019 (from April 2020)	Aug 2022 Aug 2022	Nominated Nominated

Terms of reference

The Access and Participation Scrutiny Committee will monitor the University's progress against our APP targets, reviewing evaluation and referring areas of persistent underperformance to the University Executive Team for remedial action.

The Committee's main responsibilities are to:

- (a) Develop and monitor the University's Access and Participation Plans.
- (b) Lead on institutional engagement, consultation and communication related to the development, and review of the University's access and participation plans.
- (c) Monitor progress against the targets included in the APP for each phase of the student journey, Access, Success and Progress, with the authority to intervene where activities are not demonstrating progress against targets.
- (d) Lead the submission of the annual monitoring statement.
- (e) Commission and receive internal and sector data and research to: monitor of progress towards existing targets, identify new and emerging issues, review and change existing issues and inform the development of activities and targets to address those issues.
- (f) Develop and maintain an evaluation framework for the projects in the APP, ensuring that monitoring is fit for purpose, appropriate and proportionate to the activity being evaluated, referring any ethical approval or concerns to the ethics committee.
- (g) Receive reports on the results of relevant collaborations and their contribution to achieving the APP targets.
- (h) Report to Academic Board, University Executive Team and the Board of Governors, as required.
- (i) Maintain an institutional APP risk register and action plan to manage risk and initiate recovery plans.
- (j) Review information to applicants and students to ensure that it is compliant under the CMA, and that the interests of the students are protected.
- (k) Receive feedback from relevant committees and bodies, e.g. School/student forums, EDI Committee, Race Equality Charter SAT group

Delegated Authority

The Access and Participation Scrutiny Committee has authority from the Academic Board to:

- (a) oversee the implementation, development and evaluation of the Access and Participation Plan targets, the annual monitoring statements and transparency information;
- (b) authority to intervene where activities are not delivering intended progress against targets, recommend proposals for intervention, and maintain an APP risk register and action plan.

Delegation

In accordance with the Standing Orders, the Committee may establish short life working groups to perform specific tasks and in so doing must determine their terms of reference, membership (including the Chair who must be a member of this Committee), and lifespan.

Membership Profile

Members [17]

Quorum [8]

Deputy Vice Chancellor Resources (Chair) [1] - Ex-Officio

Deputy Vice-Chancellor Academic [1] - Ex-Officio

A nominee of the Students' Union [2] - Nominated*

Senior School representatives [5] - Nomination**

Director of University Recruitment [1] - Ex-Officio

PVC Business Engagement [1] - Ex-Officio

University Registrar [1] - Ex-Officio

Director of the Centre for Learning & Teaching or nominee [1]

Director of Student Services or nominee [1]

Co-opted members - up to 3

* Nominated by the Students' Union

** Dean of School(s) or nominee

For non-ex-officio members, terms of office should normally be three years. Students' terms of office should normally be one year.

All nominated or coopted members will be so nominated by the Chair of the Committee unless otherwise specified.

The Constitution of the Committee is made by resolution of the Academic Board on 3 July 2019.

LEEDS BECKETT UNIVERSITY ACCESS AND PARTICIPATION PLAN 2019/20



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Logos on front cover left to right:

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

Leeds Beckett University: Access and Participation Plan 2019-20

1. Assessment of current performance

1.1 Access

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

In April 2018, a Higher Education Policy Institute report noted that Leeds Beckett is among the top 10 universities in the country for being representative of its local population¹. Over the past three years, the institution has increased the proportion of the student community recruited from under-represented groups: most notably, low participation neighbourhoods (LPN), students with disabilities and mature students from LPNs with no previous history of Higher Education.

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

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

1.2 Student Success

Continuation

Group	2014/5 Entry Returning in 2015/16	2015/6 Entry Returning in 2016/17	2016/7 Entry Returning in 2017/18	2015/16 HESA LAB	2015/16 HESA Benchmark	2015/16 Sector Ave	2015/16 University KPI (Y2)	Diff from HESA Benchmark	Comparison Base	Source
University	87.9%	87.8%			90.7%			-2.9%	External	of all entrants
LPN - POLAR (1&2)	84.8%	86.7%			89.5%			-2.8%	External	HESA Non-Cont PI - T3b Young Full-Time First Degree
SEC	83.5%	84.0%					87.8%		Internal	HESA T3a Continuing Pop - % SEC 4-7
BAME	83.9%	82.2%					87.8%		Internal	HESA T3a Continuing Pop - % BAME
WWCB	81.9%	81.9%					87.8%		Internal	HESA T3a Continuing Pop - % White Male Young SEC 4-7
Disabled	88.3%	84.5%					87.8%		Internal	HESA T3a Continuing Pop - % Disabled
Mature	82.8%	84.4%	Data not available until March 2019	Not available	87.2%	Not available		-2.8%	External	HESA Non-Cont PI - T3a Full-Time First Degree Entrants - % Mature
Part-time	90.8%	86.8%			80.8%			6.0%	External	HESA Non-Cont PI - T3e Part-Time First Degree Entrants *two years following year of entry*
Careleavers	75.0%	73.3%					87.8%		Internal	HESA T3a Continuing Pop - % Carers *small numbers*

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

Good honours

Group	2014/15 Graduating	2015/16 Graduating	2016/17 Graduating	2016/17 HESA LAB	2016/17 HESA Benchmark	2016/17 Sector Ave	2016/17 University Ave	Diff from Sector Ave	Comparison Base	Source	
University	63.3%	63.3%	64.7%	Not Available	Not Available	71.2%		-6.5%	External	or 2:1 (rounded)	
LPN - POLAR (1&2)	60.4%	59.6%	62.9%			64.7%				Internal	HESA Student - Graduating UG First Degree Population - %
SEC	61.4%	61.0%	63.5%			64.7%				Internal	HESA Student - Graduating UG First Degree Population - % of SEC 4-7 with 1 or 2:1
BAME	48.3%	46.7%	49.2%			62.4%			-13.2%	External	Heidi Plus - HESA Student Qualifiers - First Degree - % of BME with 1 or 2:1 (rounded)
WWCB	55.6%	59.3%	59.8%			64.7%				Internal	HESA Student - Graduating UG First Degree Population - % of White Male Young SEC 4-7 with 1 or 2:1
Disabled	62.2%	67.3%	63.6%			69.3%			-5.7%	External	Heidi Plus - HESA Student Qualifiers - First Degree - % of Known Disability with 1 or 2:1 (rounded)
Mature	63.3%	63.1%	64.6%			70.7%			-6.1%	External	Heidi Plus - HESA Student Qualifiers - First Degree - % of Mature (21+) with 1 or 2:1 (rounded)
Part-time	35.9%	36.2%	42.6%			48.9%			-6.3%	External	Heidi Plus - HESA Student Qualifiers - First Degree - % of Part-Time with 1 or 2:1 (rounded)
Careleavers		45.5%	68.8%			64.7%				Internal	HESA Student - Graduating UG First Degree Population - % of Careleavers with 1 or 2:1 *small numbers*

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

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

1.3 Progression to Graduate Employment

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

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

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

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

² Destination of Leavers from Higher Education Survey 2015/16

2. Ambition and Strategy

2.1 Institutional strategy 2016-20

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

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

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

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

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

2.2 Access and Participation Plan priorities

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

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

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

3. Widening access and raising attainment in Schools

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

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

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

3.1 Areas of success

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

3.2 Areas for improvement

- The University's recruitment of students from a BAME background has increased incrementally over the past three years to close to 18%. Although the sector average is 21.3%, BAME citizens account for 14.9% of the city of Leeds and 14.6% of the Leeds City Region³ population. The region accounts for 40% of the University's student intake. Therefore, the University will continue to expand its recruitment activities into BAME communities across and beyond the LCR, with a focus on those BAME communities where under-representation in HE is higher.
- We will be developing our monitoring activities to track both our overall recruitment of BAME students, as well as our progress attracting students from specific ethnic groups. This analysis is possible as a result of a newly configured student record system.
- Our recruitment of students declaring a disability has increased over the past three years from 8.6% to 10.8%.
- Our most recent HESA data for 2016/17 shows 15.8% young part-time entrants against a Location Adjusted Benchmark (LAB) of 17.6%, and 5.4% for mature part-time entrants against a LAB of 6.2%. The University will undertake research in 2018-19 to improve our understanding of this cohort of learners.

3.3 Strategic approach

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

To deliver this strategy the University has:

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

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

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

We will now increase activity to:

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

3.4 Access targets

The principal focus for our Access work will be in Low Participation Neighbourhoods, focusing on

achieving or exceeding our Locally Adjusted Benchmarks. In particular, Mature students, WEDM, Care Leavers, and BAME communities will be targeted.

3.5 Access - Indicative Projects

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

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

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

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

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

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

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

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

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

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

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

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

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

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

4. Student Success

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



Privacy notice: Access and participation plan 2019-20 monitoring returns

Following access and participation reforms in 2018, the Office for Students (OfS) have been developing a new approach to monitoring access and participation plans (APPs). Higher education providers with an approved APP covering academic year 2019-20 must provide information to the OfS on the progress they are making towards the targets and commitments set out in their plan. Providers are now required to submit this information in the 2019-20 monitoring return. This information, alongside the investment information submitted in the provider's annual financial return (where applicable), will be used to generate an impact report. This process requires contact with the accountable officer and the person responsible for completing the monitoring return.

Here is a summary of how personal information you submit will be held and used:

- The personal information (the name and email address) of the accountable officer has been prepopulated using the contact details stored on the OfS' contact system. The personal information (the name and email address) of the person responsible for completing the monitoring return will need to be submitted in the monitoring return. This information is required so that we can contact you should we need to clarify any of the information returned to us or request further information.
- We will not use personal information provided by you in the monitoring return for any other purpose. Some individuals who provide their personal information in the monitoring return may have previously provided their information to the OfS and consented to being contacted regarding APPs, and we may contact them from time to time for this purpose. If you have any queries about this, please contact us by emailing app@officeforstudents.org.uk
- The Data Controller of the personal information you provide will be the OfS.
- The legal basis for processing the personal information is Article 6(1)(e) public task - which is necessary for the performance of a task carried out in the public interest or in the exercise of official authority vested in the controller.
- It will be stored on secure servers within the UK.
- It will not be routinely shared with any other organisations.
- It will be retained for the purposes outlined until they are superseded.
- You have certain rights in relation to your personal information, which are set out at: <https://ico.org.uk/your-data-matters/>
- You may contact our Data Protection Officer dp@officeforstudents.org.uk with any queries or concerns you have about the use of your personal information.

You can find more information about how the OfS processes personal data here:

<https://www.officeforstudents.org.uk/ofs-privacy/>



2019-20 access and participation plan monitoring

Monitoring return: provider submission

This monitoring return asks you to report on progress against commitments set out in your 2019-20 access and participation plan. It forms part of the information the OfS will use to monitor compliance with condition A1 of the Regulatory Framework. Please refer to the guidance document for information on how to complete this template. Information submitted in this return, alongside information submitted via the financial return where relevant, will be used to populate the final impact report PDF which will be sent to you at the end of the monitoring process.

1. Contact details

	Main contact (accountable officer)	Alternative contact
Name	Professor Peter Slee	
Job title	Accountable Officer	
Telephone		
Email	p.slee@leedsbeckett.ac.uk	

The contact details above are drawn from our records for your provider, and they will be used to contact your provider about this form. Providers are asked to notify us when these details change. If the details above are not up to date, you must contact us on app@officeforstudents.org.uk to update them and we will re-issue this form. Please also provide details of an alternative contact, which should be the person primarily responsible for completing the monitoring return. This section will not be included in the published provider impact report.

2. Ambition and strategy

What was the overall ambition and strategy described in your 2019-20 access and participation plan?

Progression:

Our ambition in the 19/20 plan was to improve student success and progression across the whole University (76% graduate level employment by 2021) with a particular focus on under-represented groups, especially our BAME population, working in collaboration with our Students Union.

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

3. Progress against targets and written commitments

Please review and complete the excel document entitled APP_monitoring_1920_supporting_info_10003861.xlsx.

4. The impact of Covid-19 on the delivery of 2019-20 access and participation plans

Please complete all of the following information:

What impact has the Covid-19 pandemic had on the delivery of the outcomes detailed in the 2019-20 access and participation plan?

Learning and Teaching:

The need to quickly respond to new arrangements for teaching and learning has meant that some day-to-day aspects of our developmental work have had to be planned under extended timescales. Thus, such developments as the implementation of the course evaluation tool for inclusive delivery have taken longer to implement than was originally planned.

At the same time, a move to more on-line teaching and support has had a generally positive impact on student outcomes, particularly in terms of achievement and progression, but also in terms of engagement with support services. We are yet to be able to fully evaluate the impact of these measures, but are confident that this will be seen in an uplift in general performance (although this cannot, yet, be analysed in terms of its impact on specific groups of students).

Progression:

Despite the complications presented by the pandemic, we have still managed to significantly build our progression objectives to extend our support and reach to our APP students. Using new technologies, we have been able to grow our offer to all our students but have also developed a comprehensive APP provision. Furthermore, the speed with which we adopted online vehicles of delivery, enabled us to extend our reach beyond our current student body to supporting our APP graduates more directly with the successful delivery of a 'Beyond Beckett' transitional support initiative in 19/20, and the adoption of a 'graduate coaching' programme initially focused on our APP Graduates at the end of the 19/20 academic year. These newly formed capabilities have resulted in a rapid increase in our graduate engagement with over 166 Graduates linking back in with our services during our Beyond Beckett week, of which 37% (62) were from our APP target population, and many engaging for the first time.

In 19/20 we have continued to develop our Business Engagement Unit to ensure growth in:

- School based provision - through our team of School careers consultants who are utilising data to inform annual planning with our schools, including APP progression metrics.
- Our central provision to engage all our students with sector focused and employer informed/ led opportunities and events.
- A 'level based' approach to career development establishing a baseline of career development activity for all levels of study to help inform our School provision and connectivity to our central professional development initiatives.

In addition, despite the pandemic we have managed to deliver:

- A BAME insights research project in collaboration with our Students Union
- A BAME coaching pilot with our Business School - with IMD 1&2 BAME students
- Ongoing development of our data analysis capabilities to monitor and measure impact and reach of our activities.
- A full and comprehensive professional development programme

As a result - during the 19/20 academic year we have:

Engaged 1171 students (with at least one APP characteristic) with our appointments.

Engaged 1865 students (with at least one APP characteristic) with our career development events programme.

In delivering against the above we have managed to capture some clear quantitative and qualitative impact measures for our initiatives. For example, our professional development programmes have resulted in some positive destination outcomes for our participating APP students.

Our 19/20 Women In Leadership (WIL) programme doubled the number of BAME applicants, allowing us to increase representation on the programme. Through this programme we have

attracted a high volume of students who had previously not engaged with the careers team, with 89% of participants previously having no contact with us. Furthermore, of those that participated in the WIL programme, 92% stated 'significant' progress in developing career thinking and leadership skills.

Qualitative feedback from students demonstrates the clear impact that such initiatives are making on their confidence and opportunity awareness, with one student stating:

'...I can't tell you how much this has changed my life, I have developed in confidence and done things that I would never have believed could happen and I am so grateful for all the support I have received from yourselves and from Grace (mentor)'

Programmes such as WIL, Make it in Marketing and Step into Sales have also allowed us to diversify our employer engagement, offering increased opportunities for our APP students through responding directly to employer diversification agenda's. For example, PwC who have recruited one of our participating graduates, commented:

"A great initiative that PwC is happy to support due to the diverse array of students who take part -mirroring our approach to hiring the best talent from all backgrounds and degree subjects"

However, despite the capture of such positive impact measures, the shift from DLHE to a 15-month Graduate Outcomes Survey, combined with the impact of the global pandemic and a need to focus on maintaining our service delivery, has had a negative impact upon the pace with which we have developed new monitoring and impact measure procedures. We are aware of the need to capture more quantitative data regarding the impact of our initiatives. Having now capitalised on our new capabilities to increase our APP progression 'offer' (as detailed in the 2020/21 update below), we are now focused on significantly developing our evaluation and impact measurements going forward.

Have you engaged your student body regarding the impact of the Covid-19 pandemic on the delivery of your 2019-20 commitments?

Learning and Teaching:

We have maintained a close partnership with our student body, through the Students' Union, throughout the pandemic, working with them to fully understand the impact of the pandemic on students and to ensure we provide essential support, both in terms of mitigation for generic and individual circumstances and in terms of such issues as student hardship and difficulties with access to digital environments.

This has been supported by such activities as a survey of students, conducted by our Students' Union, which has provided information for planning in the 2020/21 academic year, as well as through our standard student representation processes, which include course representation (which has risen in 2020/21) alongside school fora.

Progression:

Our delivery and support provided during the pandemic has been informed by our understanding of the challenges our students are facing. In 19/20 these took the form of direct student consultation, consultation with academic colleagues and their perceptions of student concerns, and our informal conversations with students through our ongoing interactions.

Our collaborative research project with the Students Union which sought to build a deeper understanding of the challenges faced by our BAME students has been the foundation on which we have built our new 'Elevate' platform at the end of 19/20 - a place in which our BAME students can network with employers and opportunities as well as continue to share concerns and inform the evolution of our APP focused activities. Within 7 days the 'Elevate' platform engaging 110 of our BAME students, demonstrating the appetite for such provision.

We were also still able to use our participating students from our previous successful professional development programmes to recruit into our 19/20 programme, for example two of our care leaver student participants from our Women in Leadership programme created video stories showcasing the programmes impact upon them.

What actions have you taken to mitigate the impact of Covid-19 on underrepresented students? Please note whether you have records of decisions made, and whether you consulted students on the actions taken.

Learning and Teaching

We moved swiftly to provide support for mitigation requests from all students, alongside changes to our Academic Regulations to support evaluation of achievement and progression in a way that took account of the potential negative impact of the pandemic on student's ability to work. In these respects we consulted with our Students' Union (who are full members of the Academic Board and Board of Governors) as well as external examiners and specialist independent governors.

We also increased the general level of funding available to support students in hardship, as well as developing a separate fund to support students who have faced challenges as a result of lack of access to IT, or other specialist, resources.

Progression:

In response to the pandemic and the need to quickly respond to the developing situation, we quickly established within our Business Engagement and Beckett Careers Team a series of 'Baseline Working Groups' to support us in meeting the challenges posed. One of the baseline groups was APP focused, with a brief to establish our 'progression' offer as a distinct package, and with an associated plan for development. This group quickly sought to effectively evolve our APP activities into a format and means which ensured they were visible and accessible to our disadvantaged students despite the challenging climate. We continued to use students opinions and feedback gathered through the BAME research initiative, but have also used the 'Elevate' online platform to communicate and consult further with our BAME student community. The work of this group can be evidenced through our Elevate platform and the conclusions of the APP Baseline Group, presented to the wider Business Engagement Unit at the end of 19/20 academic year.

Have you adopted any of the recommendations from the Disabled Students' Commission report entitled 'Three months to make a difference'? Please provide details.

Progression:

With regards our progression targets, the main aspects of the report which impact upon our method of delivery and engagement are to ensure:

- that blended learning is delivered inclusively
- we are embedding accessibility across our learning platforms

We are aware and understand that delivering our career development and opportunities services online provides increased reach and accessibility, engaging all of our students and graduates. We work closely with our technology providers to ensure that our resources are accessible and compliant, and we have also adopted both synchronous and asynchronous models to further enhance our accessibility.

Furthermore, the Business Engagement and Beckett Careers team have worked with colleagues in our Centre for Learning and Teaching, and IT services to ensure that we are informed and understand the key accessibility functions on our various platforms - for example using live captions for our online workshops. Please complete

Are you making any new commitments in relation to the above areas? Please include only the details of any actions that are additional to your commitments in existing plans, that have arisen specifically due to the impact of Covid-19 on your original commitments.

Learning and Teaching:

When the new academic year began, we reflected that changes made to course delivery should (all other factors being equal) be enough to provide support for students without additional changes to regulation or process. All support services have also been made available on line, and we have increased electronic resources in our libraries.

In January 2021, when the second major period of lockdown was announced, we decided that this would have a further impact on student achievement, so moved swiftly to reintroduce the changes put into Regulation and process in May 2020 (including positive support for student mitigation claims). This has done much to alleviate the pressure on students at this time.

Progression:

Yes

i) We are committing to recruiting a team of 'student ambassadors' from all of the APP student priority characteristics to support with consultation, and especially to drive forward our student engagement and evaluation/ impact measures.

ii) We are committing to some new external partnerships and pilot projects to build a more comprehensive package of support, and extended reach to national opportunities and employers who are specifically prioritising recruitment and diversity - again capitalising on the impact of Covid 19 to build these new partnerships and engagement digitally e.g. Bright Network (IMD and BAME), Unite (Care Leavers).

Further details are provided in the below sections.

5. Forward look: 2020-21 onwards access and participation plans

5.1 The impact of Covid-19 on 2020-21 onwards access and participation plans

Please complete all the following information. This section will not be included in the published provider impact report.

What impact has the Covid-19 pandemic had on the delivery of the outcomes detailed in the 2020-21 onwards access and participation plan?

Progression:

Overall Covid-19 has had a positive impact upon our delivery against the 2020/21 onwards outcomes and objectives. The ability to adapt our provision and invest in technological solutions has continued to provide us with unprecedented benefits in extending our reach to our APP students and graduates across all disadvantaged student characteristics, as well as extending our engagement with new employer partners - regionally and nationally. Further details of our progress towards the 2020/21 progression activities are referenced below.

Have you engaged your student body regarding the impact of the Covid-19 pandemic on the delivery of your future commitments?

Progression:

Whilst the global pandemic has resulted in less face-to-face interactions with our student body, we have been able to use technology to maintain regular contact with our students and continue to engage them with regards their concerns and the future delivery of our commitments. We have utilised our 19/20 SU collaborative research into our BAME population to begin our new 'Elevate' brand and to directly respond to the concerns and challenges raised. We are also now extending the 'Elevate' programme beyond its original BAME focus to encapsulate a broad suite of activities and initiatives to further engage all our disadvantaged student characteristics. To support with this extended reach, we are also currently recruiting a team of student ambassadors from across all APP student characteristics to further drive student engagement, and to build our evaluation and impact measures. These ambassadors will be critical in allowing us to assess the tone, appetite, and adequacy of our provision to engage our distinct student needs.

Are you planning on making any new commitments? If so, you may be required to submit a variation request to your 2020-21 onwards plan.

Progression:

No further commitments in terms of our planned priorities for APP progression activities

5.2 Progress against key commitments in the 2020-21 onwards plan

The letter of approval for your 2020-21 access and participation plan may have listed commitments made in that plan to undertake activity during 2019-20 academic year to ensure you could meet certain provisions in your 2020-21 plan. Please report progress on the delivery of these commitments in the box below. This section will not be included in the published provider impact report.

Learning and Teaching:

Extension of Prepare to learn module into the induction period (possibly to beginning of Sem 2 of Level 4)

The Prepare to Learn module was split into 2 distinct online resources for 2021: Study Ready and Study Smart. Study Ready is a pre-arrival module sent to students over the summer. It aims to prepare them for University study by highlighting the differences between learning at school/ college and at Uni and by getting them to reflect on the academic skills they will need to develop.

Study Smart is an extended induction module in MyBeckett which students enrol on once they have arrived;. Around 2400 students used the module throughout teaching block 1. It provides a range of activities to familiarise students with University language, systems, support and the kind of teaching and assessment approaches they may experience. It talks in-depth about being an independent learner and developing academic capabilities in research, writing and referencing in preparation for their first assignment.

Assess impact of Embedded Skills Development Programme

Assess impact of Embedded Skills Development Programme: Library Academic Support continue to evaluate the teaching it provides for students within core modules. This teaching moved to blended delivery in 20-21, using a flipped approach of embedding small chunks of pre-recorded content in their MyBeckett module which students use prior to attending a synchronous question and answer session. This approach allows us to gather data on the use of pre-recorded resources and to evaluate the success of these, based on students' questions at the live session. A feedback form is embedded within the MyBeckett module area for each group of students we work with, thus we are gathering a range of data on the impact of embedded skills activities on their learning and will evaluate this in detail at the end of the academic year.

Improved support for students with disabilities (particularly at transition points)

Disability registration workflow introduced Summer 2020, which proactively prompts students through personalised emails to complete the process of registering with the Disability team to begin accessing support. This has resulted in a significant increase in disabled applicants / new students engaging with support at a much earlier stage of their student journey.

Disability Advice web pages updated to incorporate further content detailing the types of support available and the benefits of accessing support. Content is in a range of formats, including video content, online registration form, student testimonies, self-access resources, etc.

Deliver commitments outlined in stand alone pledge and care-leaver covenant

All LBU Standalone and care leaver covenant commitments in place.

Personalised engagement communications pilot (20/21)

Student Services has further developed personalised engagement communications with through its pre-arrival work with disabled students and care leaver / estranged students in particular through the use of emails, text messaging and follow-up phone calls by the Student Advice Hub team.

Progression:

We have dramatically evolved our services and provision for APP students aligned to our planned outcomes for the 2020/21 plan onwards.

We have further refined our School based provision with our team of aligned School Consultants developing data informed School Action plans in which APP student characteristics and engagement are now a key part of these plans.

Our baseline groups, one of which looking at our provision and recommendations for levels 4-6 have allowed us to produce an academic prospectus, which will inform our school plans but also enable academic colleagues to access a broader range of technology enhanced synchronous and asynchronous career development resources and activities which are more accessible than prior to the global pandemic. Furthermore, it allows students to access such services at any time or location. Indeed, one of our newly adopted technological developments is the introduction of a new CareerEdge Career Readiness assessment tool. Since the adoption of this tool in October 2020 we have seen 1159 students complete the process of which 48% (559) are students with one or more APP characteristics. This demonstrates the extension of reach and capacity which has been afforded throughout the pandemic and as a result of how we have responded in our service provision.

We have significantly extended our activities focused on disadvantaged students across all APP characteristics with the ongoing development of our 'Elevate' brand beyond its original BAME focus. This initiative has resulted in an extension of our partnerships to support disadvantaged students such as a new collaboration with Bright Network (focused on BAME and IMD 1&2 student), Unite (Care Leavers), EDI (BAME). As such we now have a much more comprehensive suite of targeted interventions which we are capturing under our new brand identity. These initiatives have also resulted in an increase in aspirational employer partnerships on a national level - driving new employer collaborations e.g. Tesco's, John Lewis.

Our collaboration with Bright Network has also allowed us to capitalise and diversify the placements which we can offer our students, offering them unprecedented access to a new range of virtual internships nationally. In parallel, we have started the process of redefining our placements provision within the Business Engagement Team, to respond to the labour market, and offer our students a broader range of opportunities for experiential learning. We have designed, and will soon launch an additional Placements bursary for our IMD and POLAR students, to enable access to placement opportunities, and CPD for students from disadvantaged backgrounds.

In focusing on the growth and expansion of our services for disadvantaged students and due to the early adoption of many of these activities in the current climate, we have plans to further develop our evaluation and impact analysis of these initiatives, recruiting student staff from across all of the APP characteristics to support us to increase student engagement and also evaluation of the impact of these activities.

Our overall engagement of APP students thus far in the 2020/21 (to end Feb 2021) academic year reflect positively when compared to the 19/20 overall yearly figures. So far this year we have:

- Engaged 1073 students (with at least one APP characteristic) with our appointments provision;
- Engaged 1566 students (with at least one APP characteristic) with our events and professional development programmes.

This reflects positively on our efforts to engage our students in our activity despite having to adapt our provision due to the Covid-19 restrictions.

Furthermore, our central professional development programmes have increased the proportion of disadvantaged students engagement, with:

- 47% of student applicants for our 'Women In Leadership' (WIL) programme from an APP 'disadvantaged' group and;
- 35% of student participants for our 'Make it in Marketing' from our APP priority students.

As such we are confident that we are building the right provision and traction to further impact positively on the outcomes of our disadvantaged students, and to meet the intended outcomes for our 2020/21 onwards commitments.

6. Confirmation and sign off

Please ensure that you have completed all of the information requested in this document. This document must be signed off by your provider's Accountable Officer. This is the person, normally the head of the provider, who reports to the OfS on behalf of the provider and ensures compliance with conditions of OfS registration, including by signing off returns such as this one.

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

Other milestones and targets

Reference Number	Select stage of the lifecycle	Main target type (drop-down menu)	Target type (drop-down menu)	Description (500 characters maximum)	Is this a collaborative target?	Baseline year	Baseline data	Yearly milestones				
								2018-19	2019-20	2020-21	2021-22	2022-23
T16b_01	Student success	Ethnicity	Management targets	Improve student attainment achieving good honours degrees for BME Students	No	2014-15	44.7%	54%	58%	62%	63%	64%
T16b_02	Access	Care-leavers	Outreach / WP activity (collaborative - please give details in the next column)	Increase number of students enrolling from Care/looked after backgrounds	No	2013-14	41	55	60	65	70	84
T16b_03	Access	White economically disadvantaged males	Outreach / WP activity (summer schools)	Increase participation of white working class boys in Young Professionals outreach programme	No	2013-14	20	40	50	60	70	75
T16b_04	Access	Ethnicity	Outreach / WP activity (collaborative - please give details in the next column)	Increase number of applications from BME students through working with partner schools and colleges	No	2013-14	109	200	230	260	290	300
T16b_05	Access	Attainment raising	Outreach / WP activity (collaborative - please give details in the next column)	Increase number of applications from students undertaking The Progression Module	Yes	2014-15	600	675	700	725	750	775
T16b_06	Progression	Ethnicity	Management targets	Improve outcomes for BME students reporting whether they are in employment or further study six months after graduation	Yes	2014-15	88.7%	91%	92%	95%	95%	95%
T16b_07	Multiple	Care-leavers	Outreach / WP activity (collaborative - please give details in the next column)	Working in partnership across the region, Go Higher West Yorkshire will provide bespoke support for young people in public care (aged 5 to 25) through sustained engagement to consider a higher education pathway	Yes	2015-16	116	126	131	136	140	144
T16b_08	Multiple	Care-leavers	Outreach / WP activity (collaborative - please give details in the next column)	The young people in public care who are engaged with sustained engagement via the Go Higher West Yorkshire partnership will increase in confidence through exposure to new and challenging experience.	Yes	2013-14	83	89	91	93	95	97
T16b_09	Access	Low participation neighbourhoods (LPN)	Outreach / WP activity (collaborative - please give details in the next column)	Work in collaboration with partners, the Go Higher West Yorkshire consortium will promote summer school opportunities for learners across local regions with low participation rates	Yes	2014-15	47	100	110	120	130	140
T16b_10	Access	Attainment raising	Outreach / WP activity (other - please give details in the next column)	Increase number of school pupils (in KS2) each year going engaging with the Let Leeds Read project, where the school pupils are struggling to improve their reading age	Yes	2016-17	80	125	150	175	200	225

Credibility checks

Validation checks

- 1) Statistical targets and milestones table: please ensure all mandatory cells within a row are complete
- 2) Other milestones and targets: please ensure all mandatory cells within a row are complete

Other milestones and targets

Commentary on your milestones/targets or textual description where numerical description is not appropriate (500 characters maximum)	Units of target	Direction of target	Select comparison year	Actual performance in selected comparison year	Target self-assessment	Have you met the commitments in your plan related to this target?	Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?	What steps will you take in the future to make expected progress against this target?	Commentary (optional)
This is a stretching target given our improved understanding and analysis of institutional data.	Percentage	Increasing	2019-20	70	Expected progress	Add here	Add here	Add here	
Although we are currently exceeding these targets, the University intends to create an infrastructure to consistently attract a significant cohort of learners from Care.	Headcount	Increasing	2019-20	0	Limited progress	Add here	Add here	Add here	
	Headcount	Increasing	2019-20	0	Limited progress	Add here	Add here	Add here	
	Headcount	Increasing	2019-20	0	Limited progress	Add here	Add here	Add here	
	Headcount	Increasing	2019-20	0	Limited progress	Add here	Add here	Add here	
	Percentage	Increasing	2019-20	0	Limited progress	Add here	Add here	Add here	
Go Higher consortium target	Headcount	Increasing	2019-20	0	Limited progress	Add here	Add here	Add here	
Go Higher consortium target	Headcount	Increasing	2019-20	0	Limited progress	Add here	Add here	Add here	
Go Higher consortium target	Headcount	Increasing	2019-20	0	Limited progress	Add here	Add here	Add here	
Targets aim to increase pupil participation in a supported intervention project to improve reading age and engagement with the broader curriculum at KS2. Each year reading age will be measured prior to the start of the project and at the end of the project to track progress and evaluate outcomes to inform future years.	Headcount	Increasing	2019-20	0	Limited progress	Add here	Add here	Add here	

Other milestones and targets

Reference Number	Select stage of the lifecycle	Main target type (drop-down menu)	Target type (drop-down menu)	Description (500 characters maximum)	Is this a collaborative target?	Baseline year	Baseline data	Yearly milestones				
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Credibility checks

The OfS has noted some potential areas of conflict between written and numerically assessed targets (column T and column U). If you are happy to proceed, please ignore this warning.

Validation checks

- 1) Statistical targets and milestones table: please ensure all mandatory cells within a row are complete
- 2) Other milestones and targets: please ensure all mandatory cells within a row are complete

Other milestones and targets

Commentary on your milestones/targets or textual description where numerical description is not appropriate (500 characters maximum)	Units of target	Direction of target	Select comparison year	Actual performance in selected comparison year	Target self-assessment	Have you met the commitments in your plan related to this target?	Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?	What steps will you take in the future to make expected progress against this target?	Commentary (optional)
This is a stretching target given our improved understanding and analysis of institutional data.	Percentage	Increasing	2019-20	70	Expected progress	Add here	Add here	Add here	
Although we are currently exceeding these targets, the University intends to create an infrastructure to consistently attract a significant cohort of learners from Care.	Headcount	Increasing	2019-20	0	Expected progress	Satisfactory progress being made.	No additional steps - satisfactory progress.	Continue with current plans.	
	Headcount	Increasing	2019-20	54	Expected progress	Satisfactory progress being made.	No additional steps - satisfactory progress.	Continue with current plans.	
	Headcount	Increasing	2019-20		Expected progress	Satisfactory progress being made.	No additional steps - satisfactory progress.	Continue with current plans.	
	Headcount	Increasing	2019-20	0	No progress	The effect of 'closed' 6th forms in schools/colleges as a result of the pandemic, added to the impact of the nadir of the demographic dip in the number of 18-yr-olds, means a short-term reduction in Progression Module participants is anticipated.		In collaboration with Go Higher West Yorkshire we have created a new version of this outreach project to support students who have had less opportunity to engage with outreach owing to the pandemic. 350 enrolled in 2020-21	
	Percentage	Increasing	2019-20	0	Limited progress	Add here	Add here	Add here	
Go Higher consortium target	Headcount	Increasing	2019-20	136	Expected progress	Satisfactory progress being made.	No additional steps - satisfactory progress.	Continue with current plans.	



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Our Access & Participation Targets: APP dataset update

March 2021

December Progress Update [Headlines](#)

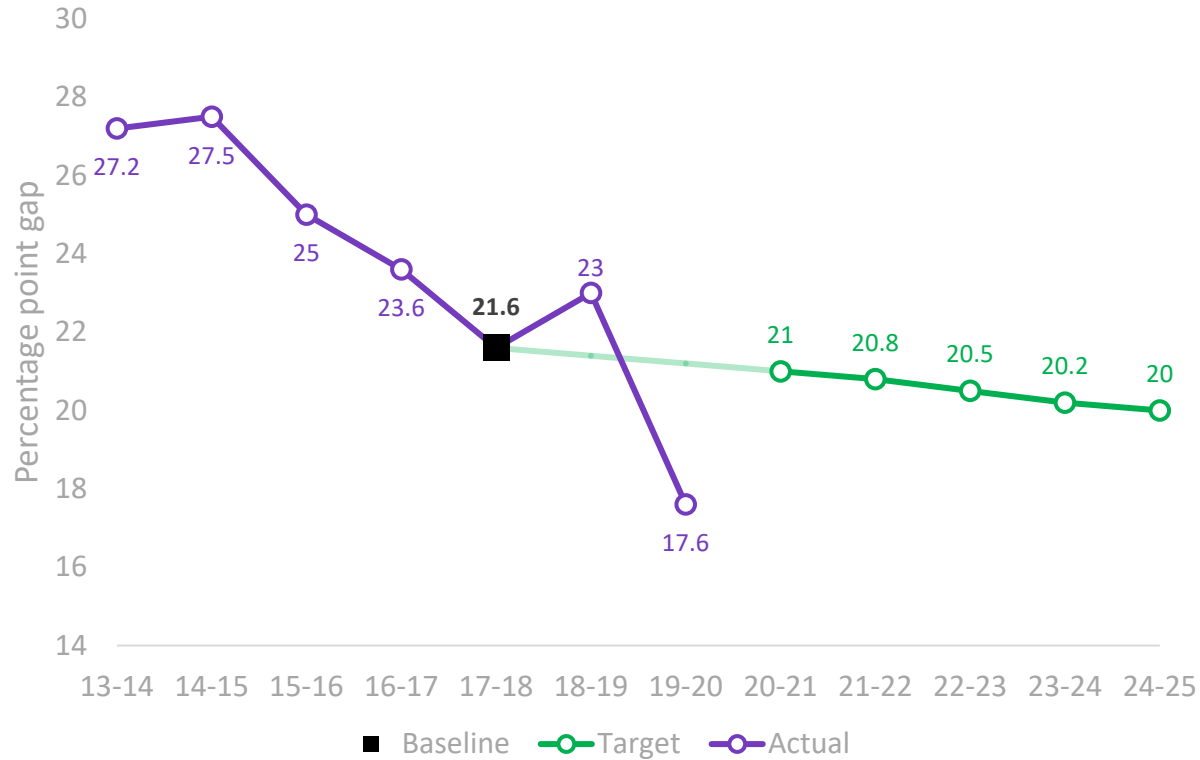
Lifecycle	Target	May 2020	March 2021
Access	Reduce the access gap between IMD Q1+2 and Q3-5	●	●
	Reduce the access gap between BAME and White students	●	●
	Reduce the access gap between Disabled, non-Disabled students	●	●
	Reduce the access gap between Mature and Young students	●	●
	Reduce the access gap between POLAR quintiles 1 and 5	●	●
Continuation	Reduce the continuation gap between POLAR quintiles 1, 5	●	●
	Reduce the continuation gap between IMD quintiles 1 and 5	●	●
Attainment	Reduce the attainment gap between POLAR quintiles 1+2 and 3-5	●	●
	Reduce the attainment gap between IMD quintiles 1+2 and 3-5	●	●
	Reduce the attainment gap between White and Asian students	●	●
	Reduce the attainment gap between White and Black students	●	●
	Reduce the attainment gap between White and BAME students	●	●
	Reduce the attainment gap between White and BAME with high tariffs	●	●
Progression	Reduce the progression gap between White and Black graduates		
	Reduce the progression gap between White and Asian graduates		
	Reduce the progression gap between IMD 1+2 and 3-5		

Key: ● Exceeding Expectations ● On track ● Minor concerns ● Medium concerns ● Major concerns

Access Target 1

Reduce the access gap between IMD Q1+2 and Q3-5

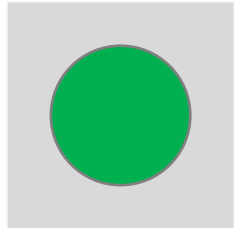
Current Assessment



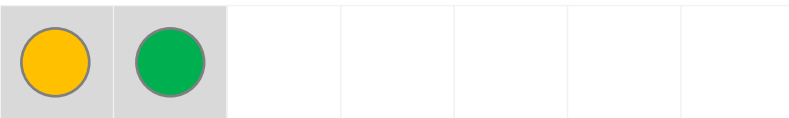
Commentary

Total entrants: 5,730
 IMD Q1+2 entrants: 2,360 (41.2%)
 IMD Q3-5 entrants: 3,370 (58.8%)

GAP: 17.6 percentage points



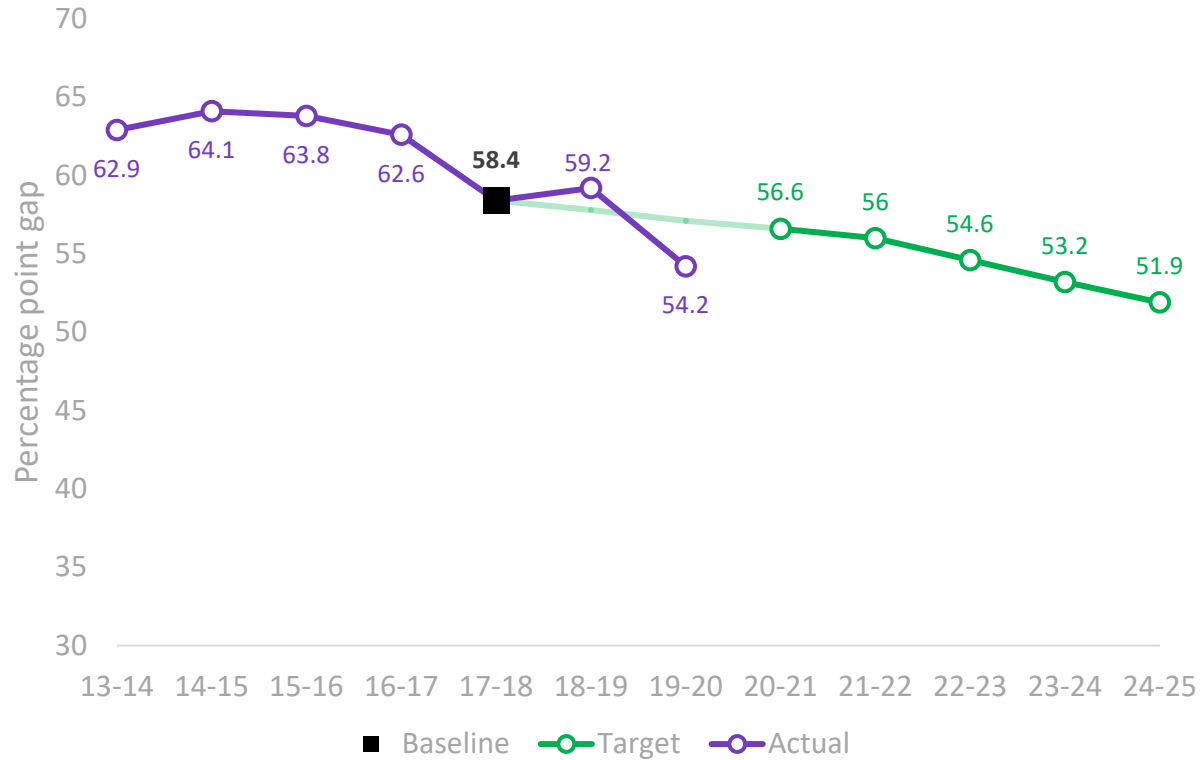
18-19 19-20 20-21 21-22 22-23 23-24 24-25



Key: ● Exceeding Expectations ● On track ● Minor concerns ● Medium concerns ● Major concerns

Access Target 2

Reduce the access gap between BAME and White students

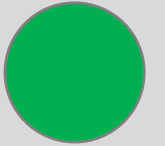


Commentary

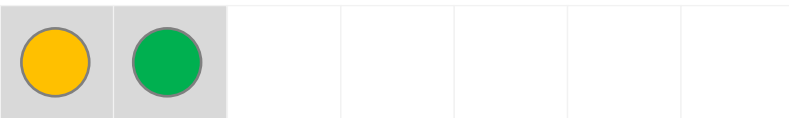
Total entrants: 5,820
 BAME entrants: 1,330 (22.9%)
 White entrants: 4,490 (77.1%)

GAP: 54.2 percentage points

Current Assessment



18-19 19-20 20-21 21-22 22-23 23-24 24-25

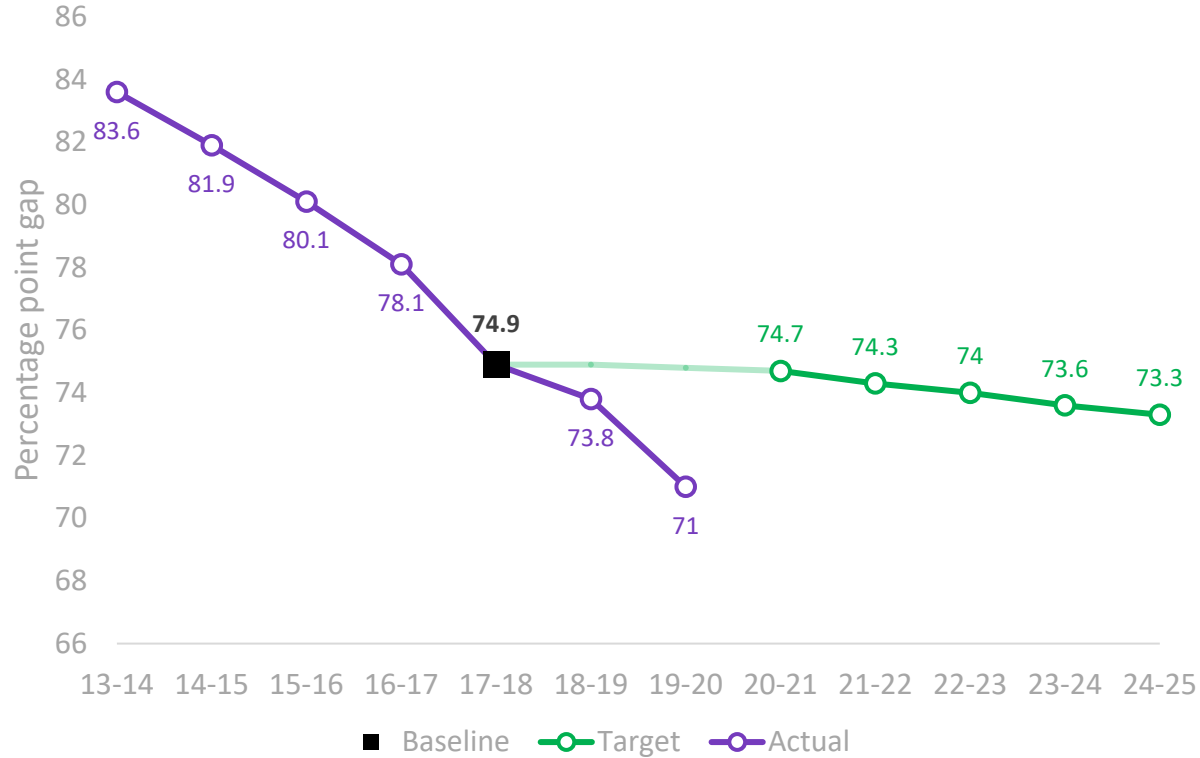


Key: ● Exceeding Expectations ● On track ● Minor concerns ● Medium concerns ● Major concerns

Access Target 3

Reduce the access gap between Disabled and non-Disabled students

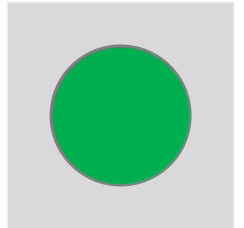
Current Assessment



Commentary

Total entrants: 5,850
 Disabled entrants: 850 (14.5%)
 Not disabled entrants: 5,000 (85.5%)

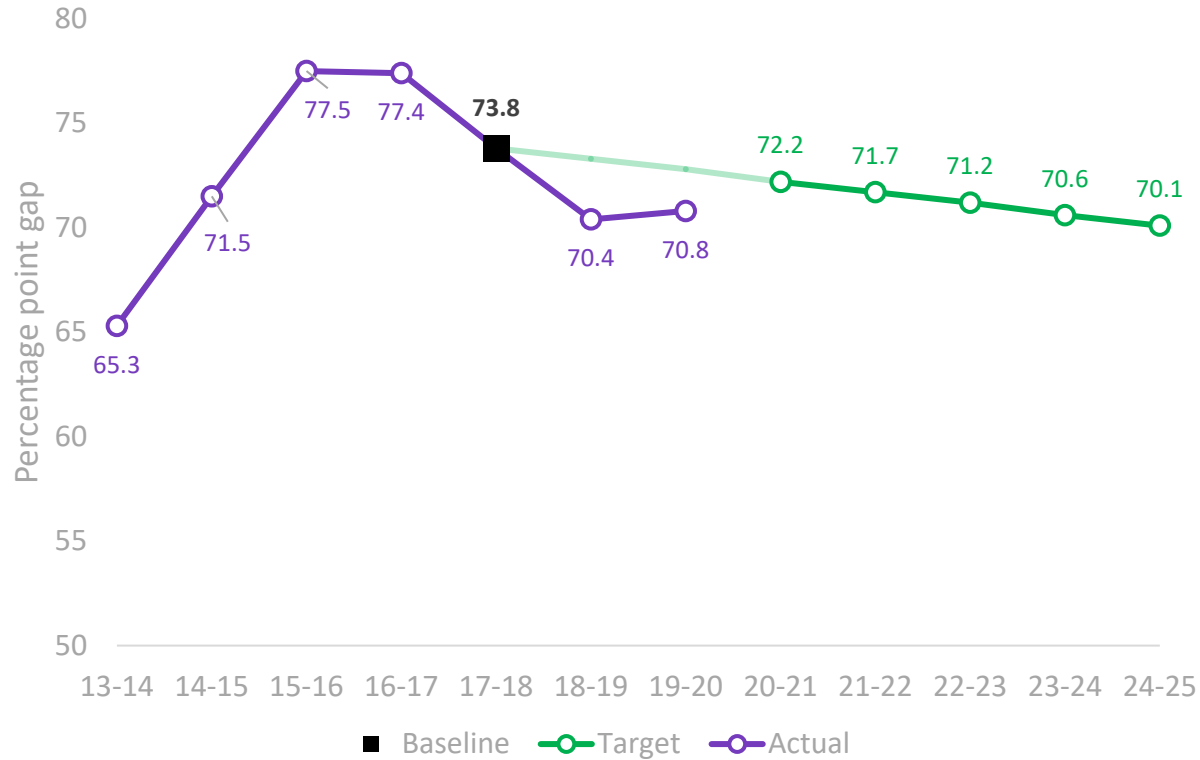
GAP: 71 percentage points



Key: ● Exceeding Expectations ● On track ● Minor concerns ● Major concerns

Access Target 4

Reduce the access gap between Mature and Young students

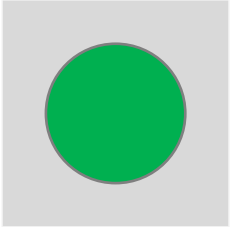


Commentary

Total entrants: 5,850
 Mature entrants: 860 (14.6%)
 Young entrants: 4,990 (85.4%)

GAP: 70.8 percentage points

Current Assessment

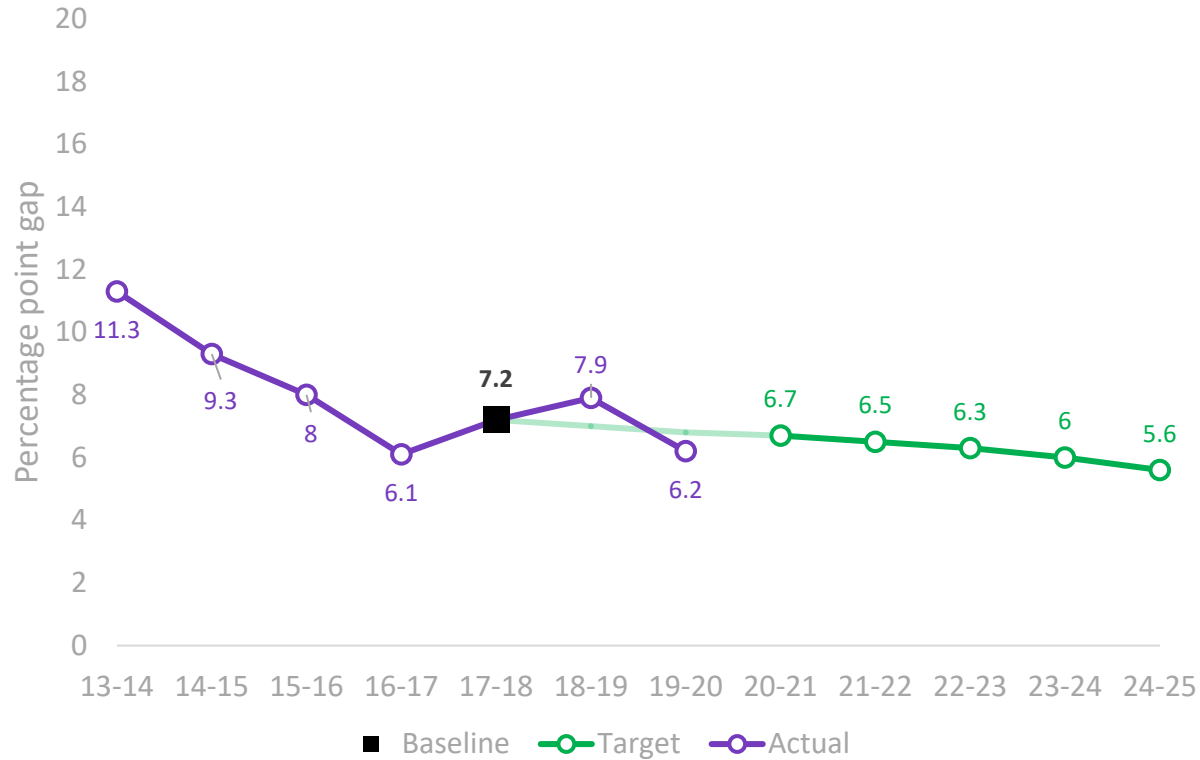


Key: ● Exceeding Expectations ● On track ● Minor concerns ● Medium concerns ● Major concerns

Access Target 5

Reduce the access gap between POLAR quintiles 1 and 5

Current Assessment

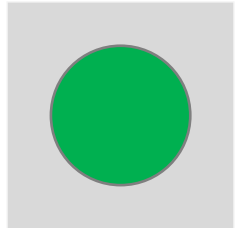


Commentary

Total entrants: 5,050
 POLAR Q1 entrants: 790 (16.9%)
 POLAR Q5 entrants: 1,160 (23.2%)

GAP: 3.4 percentage points

Percentage points away from 'on track': 3.4 pp

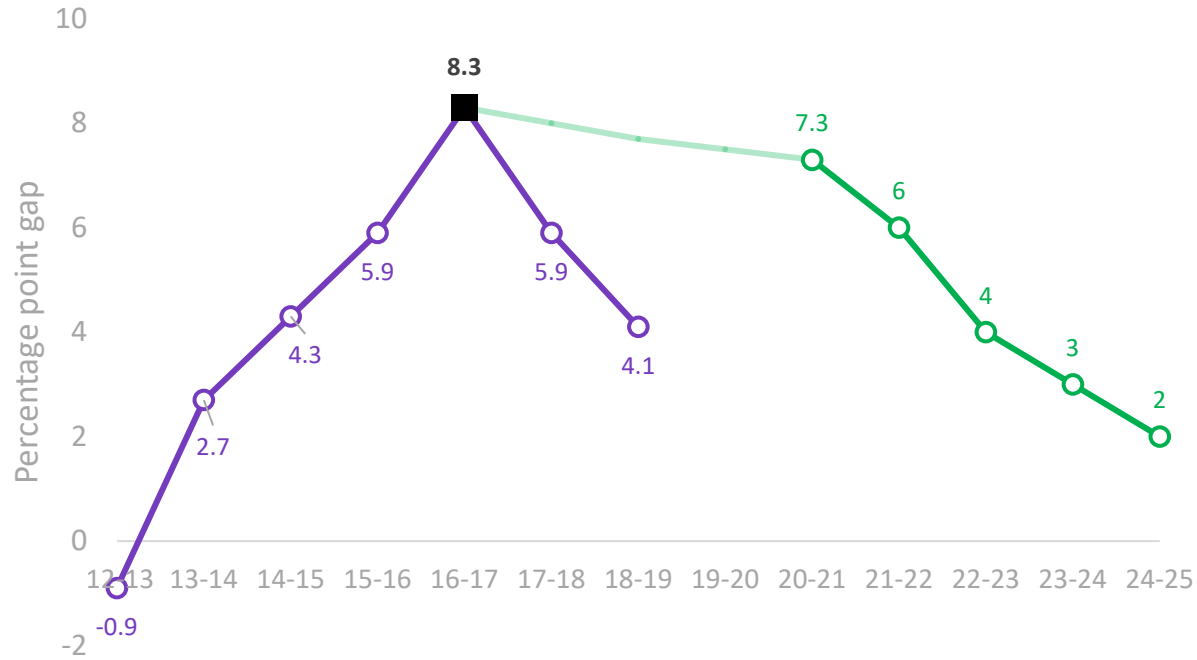


Key: ● Exceeding Expectations ● On track ● Minor concerns ● Medium concerns ● Major concerns

Success Target 1

Reduce the continuation gap between POLAR quintiles 1 and 5

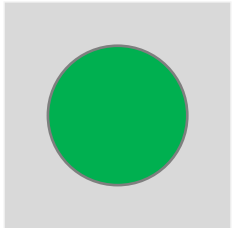
Current Assessment



Commentary

POLAR Q1 continuation: 680 out of 780 (87%)
 POLAR Q5 continuation : 1,080 out of 1,180 (91.1%)

GAP: 4.1 percentage points



■ Baseline ● Target ● Actual

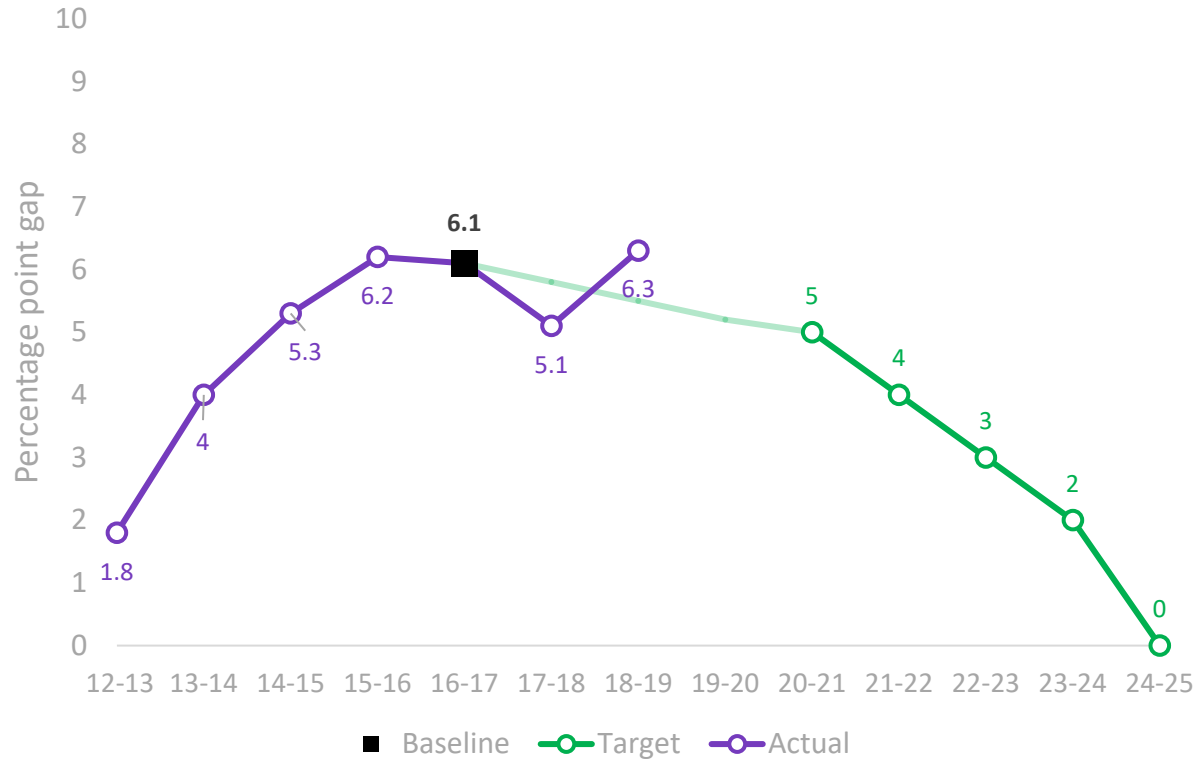


Key: ● Exceeding Expectations ● On track ● Minor concerns ● Medium concerns ● Major concerns

Success Target 2

Reduce the continuation gap between IMD quintiles 1 and 5

Current Assessment

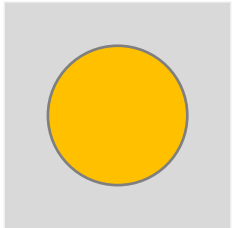


Commentary

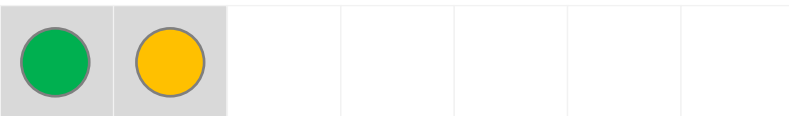
IMD Q1 continuation: 1,070 out of 1,240 (85.9%)

IMD Q5 continuation: 1,210 out of 1,310 (92.2%)

GAP: 6.3 percentage points



18-19 19-20 20-21 21-22 22-23 23-24 24-25

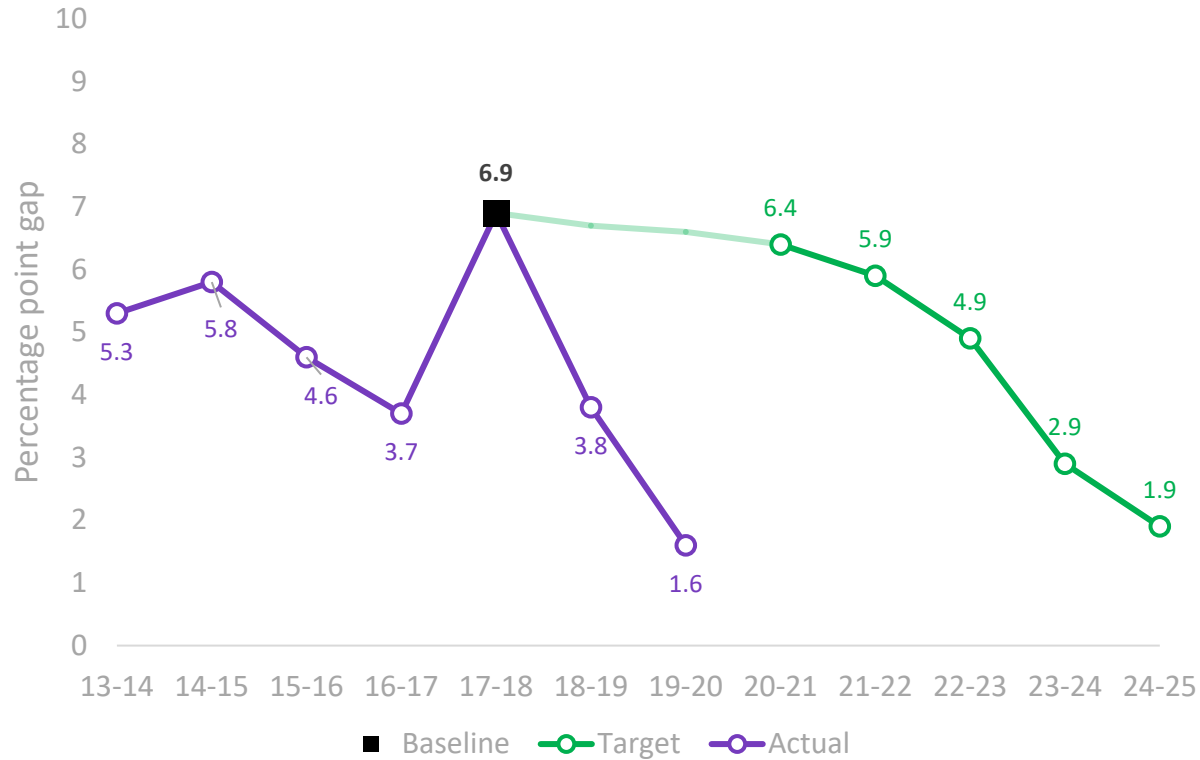


Key: ● Exceeding Expectations ● On track ● Minor concerns ● Medium concerns ● Major concerns

Success Target 3

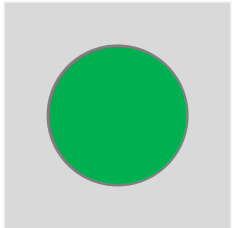
Reduce the attainment gap between POLAR quintiles 1+2 and 3-5

Current Assessment

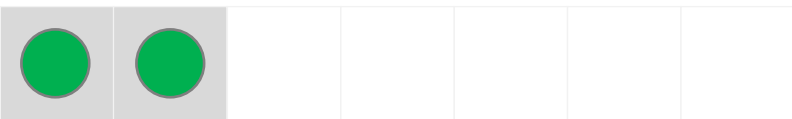


Commentary

POLAR Q1+2 1st/2:1s: 870 out of 1,070 (81%)
 POLAR Q3-5 1st/2:1s: 1,720 out of 2,080 (82.7%)
 GAP: 1.6 percentage points



18-19 19-20 20-21 21-22 22-23 23-24 24-25

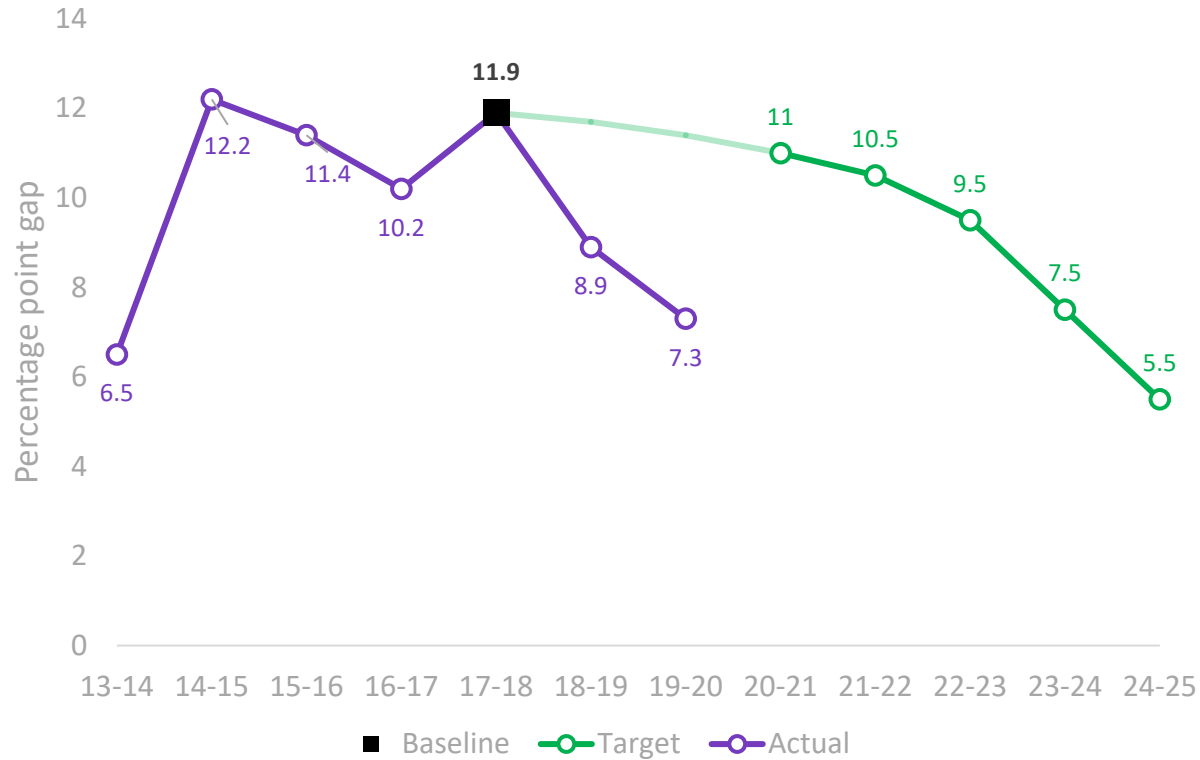


Key: ● Exceeding Expectations ● On track ● Minor concerns ● Medium concerns ● Major concerns

Success Target 4

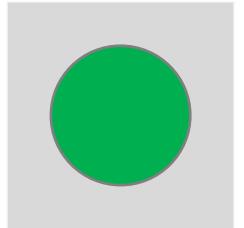
Reduce the attainment gap between IMD quintiles 1+2 and 3-5

Current Assessment



Commentary

IMD Q1+2 1st/2:1s: 930 out of 1,200 (77.4%)
 IMD Q3-5 1st/2:1s: 1,940 out of 2,290 (84.6%)
 GAP: 7.3 percentage points

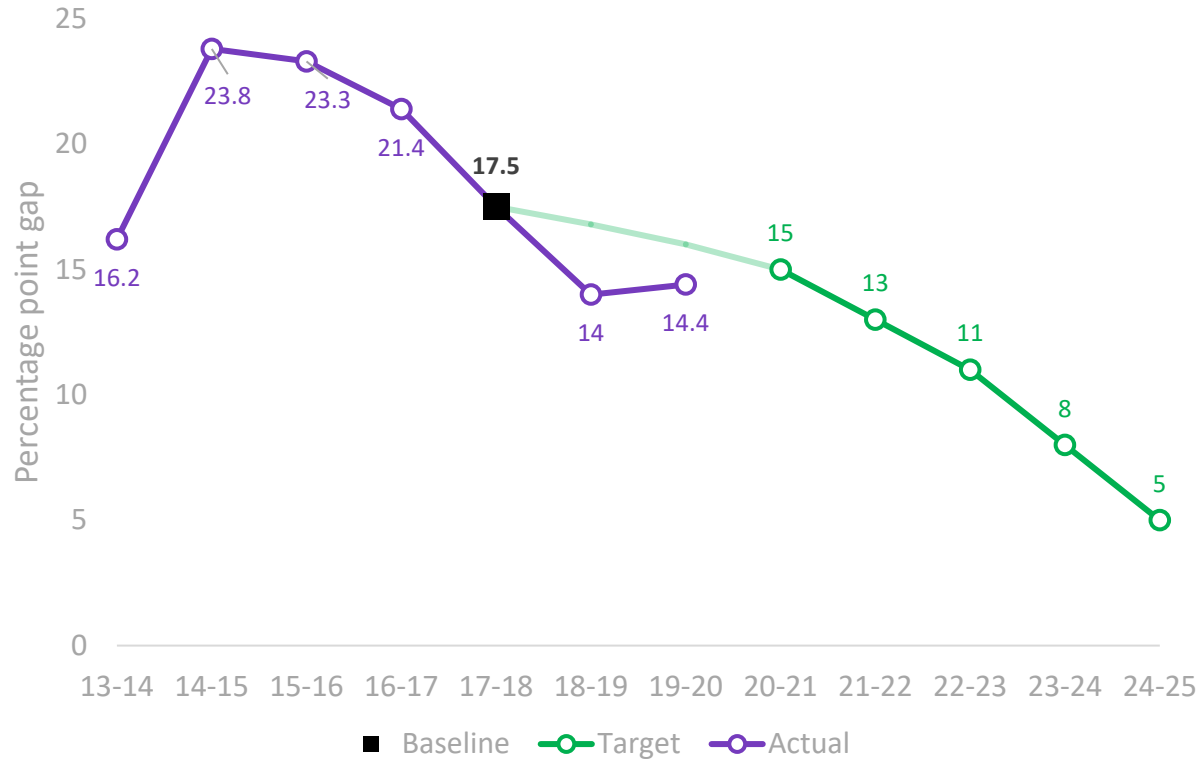


Key: ● Exceeding Expectations ● On track ● Minor concerns ● Medium concerns ● Major concerns

Success Target 5

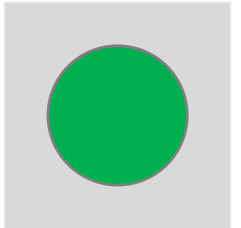
Reduce the attainment gap between White and Asian students

Current Assessment

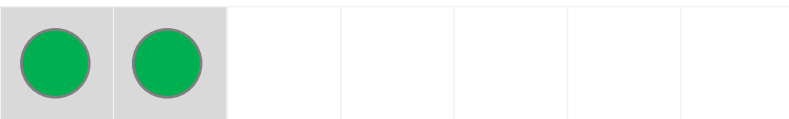


Commentary

Asian 1st/2:1s: 230 out of 340 (70%)
 White Q3-5 1st/2:1s: 2,480 out of 2,940 (84.4%)
 GAP: 14.4 percentage points



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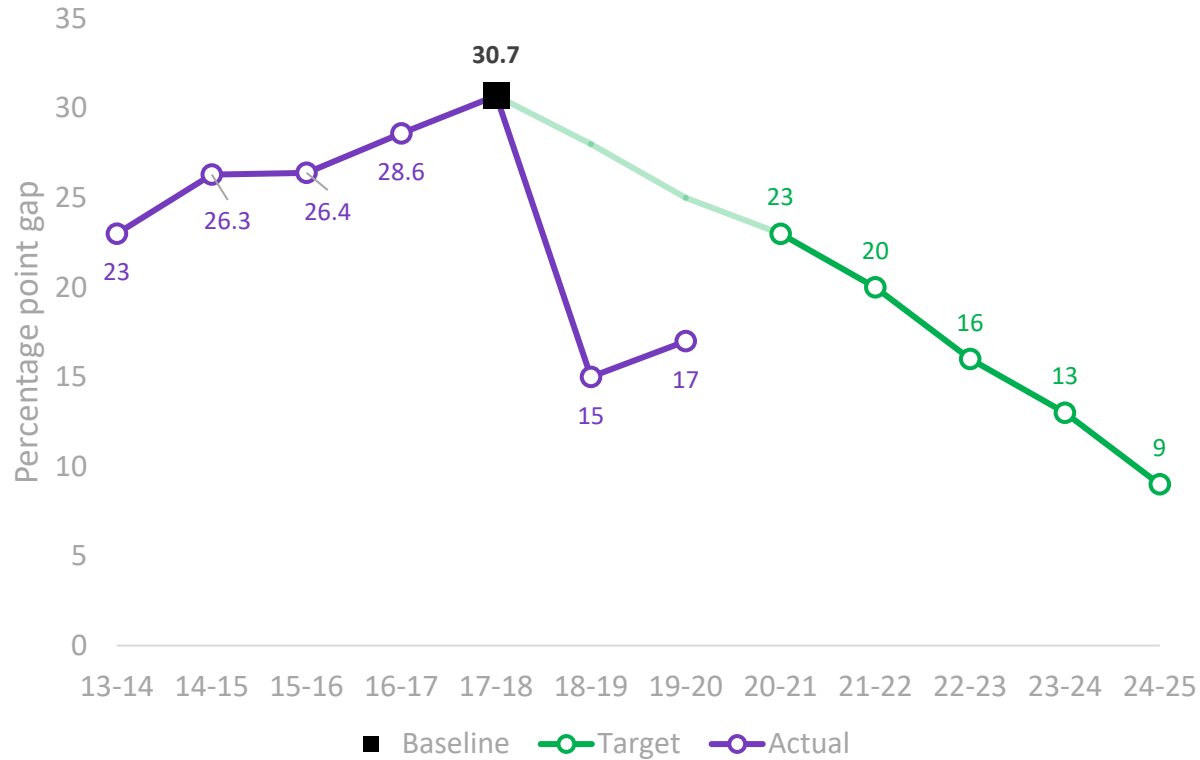


Key: ● Exceeding Expectations ● On track ● Minor concerns ● Medium concerns ● Major concerns

Success Target 6

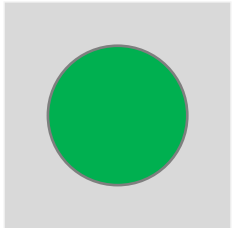
Reduce the attainment gap between White and Black students

Current Assessment

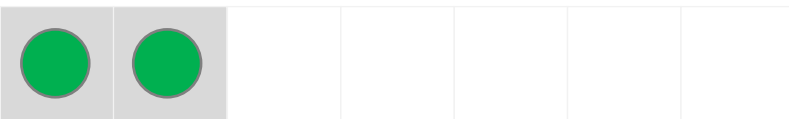


Commentary

Black 1st/2:1s: 70 out of 110 (68%)
 White Q3-5 1st/2:1s: 2,480 out of 2,940 (84.4%)
 GAP: 17 percentage points



18-19 19-20 20-21 21-22 22-23 23-24 24-25

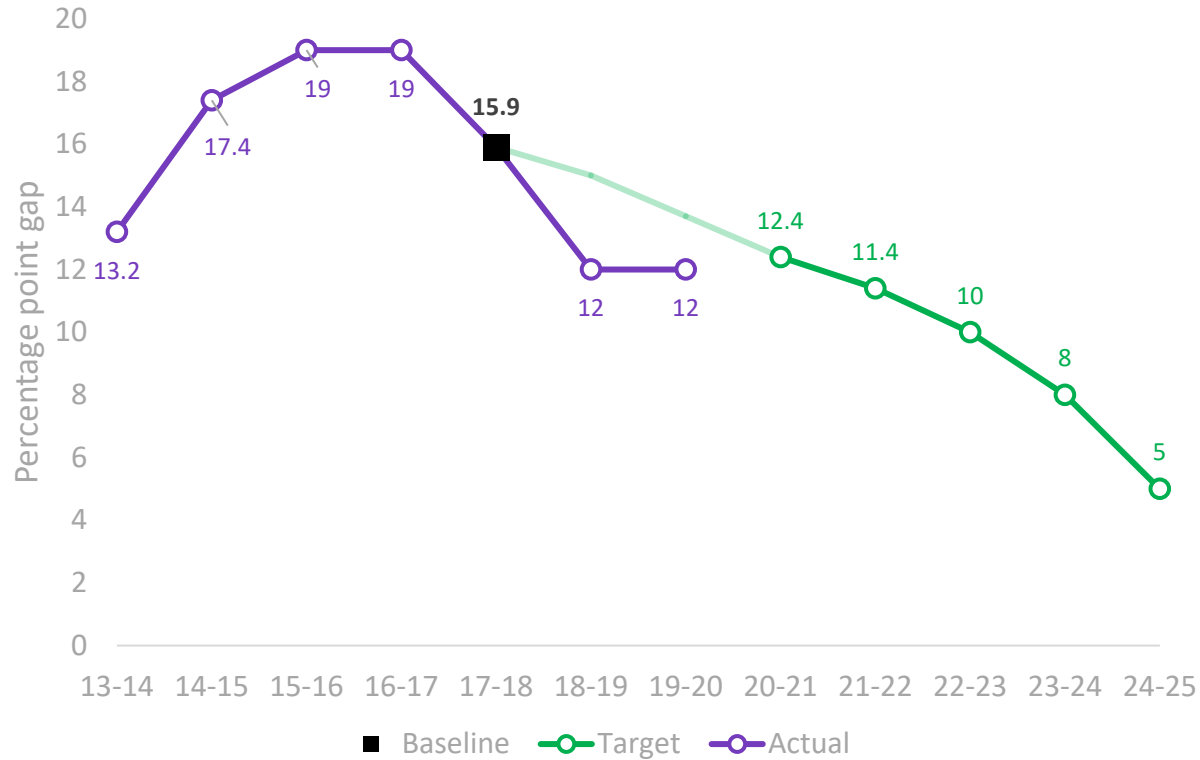


Key: ● Exceeding Expectations ● On track ● Minor concerns ● Medium concerns ● Major concerns

Success Target 7

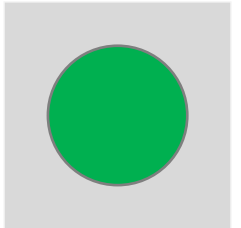
Reduce the attainment gap between White and BAME students

Current Assessment



Commentary

BAME 1st/2:1s: 430 out of 600 (72%)
 White Q3-5 1st/2:1s: 2,480 out of 2,940 (84.4%)
 GAP: 12 percentage points

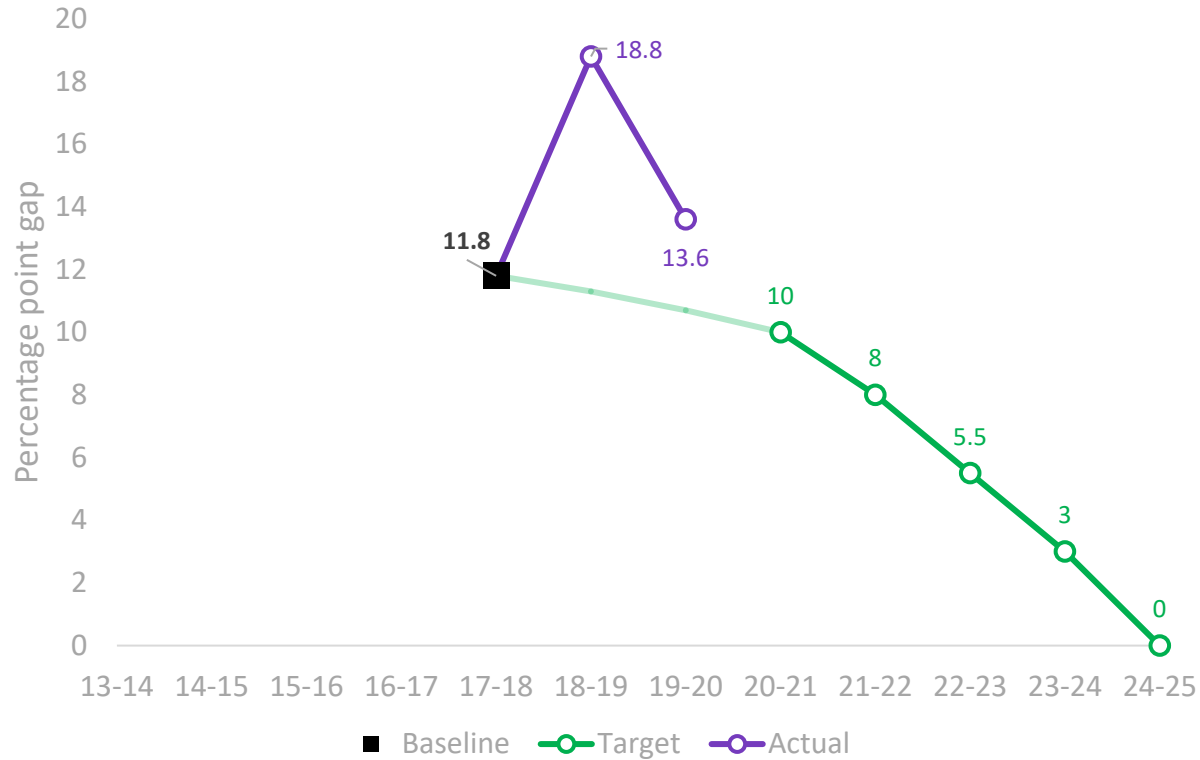


Key: ● Exceeding Expectations ● On track ● Minor concerns ● Medium concerns ● Major concerns

Success Target 8

Reduce the attainment gap between White and BAME with high tariffs

Current Assessment



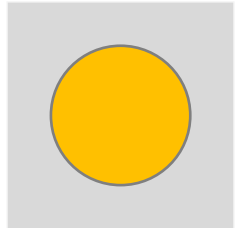
Commentary

BAME HT 1st/2:1s: 125 out of 180 (69.8%)

White HT Q3-5 1st/2:1s: 830 out of 995 (83.4%)

GAP: 13.6 percentage points

Percentage points
Away from 'on track': 2.9 pp



Key: ● Exceeding Expectations ● On track ● Minor concerns ● Medium concerns ● Major concerns