

Access and Participation Plan 2019-20

Background and context

1. Leeds Trinity University has a strong track record in the recruitment of students from under-represented groups. The Catholic social mission of the University is played out in our desire to empower individuals, regardless of their background or route into higher education, to achieve their true potential and reach the highest standards possible.

Duration and Scope

2. As outlined in the Office for Students (OfS) guidance this plan covers the academic year 2019/20 only. This plan relates to setting of fees for UK and EU students including:
 - a. Full-time and part-time undergraduate (including ITT) honours programmes
 - b. Full-time and part-time foundation programmes
 - c. Postgraduate ITT programmes
3. Other postgraduate provision, international (non EU) students and all other courses will be determined by Leeds Trinity University and approved by the Board of Governors.
4. Existing students enrolled on programmes outlined in 3 above before September 2019 will continue to be subject to arrangements for fees and bursaries as laid out in the previous access agreements.

Assessment of Performance

5. Leeds Trinity University has a successful history and strong track record in the recruitment of students from under-represented groups. The Catholic social mission of the University is played out in our desire to empower individuals, regardless of their background or route into higher education, to achieve their true potential and reach the highest standards possible.
6. The University is proud of its role in supporting communities, through educating highly skilled graduates ready to take up opportunities in the city of Leeds, the wider region, the UK and across the globe. Our sense of community is demonstrated through our engagement with and delivery of a wide range of targeted initiatives in schools, colleges and with other HE providers in order to raise aspiration and widen participation at the University level.
7. The University monitors its performance across student characteristic groups and detailed analysis of this is central to the Annual Quality Report produced each academic year. This highlights any areas of concern about the performance within individual groups and is used as a basis for forming action plans to address them. This work includes statistical significance testing to ensure as a relatively small institution we can ascertain which differences between paired characteristics are most important to address through action plans.
8. The University further verifies this analysis through the monitoring of benchmark KPIs to understand relative standing in the sector at both institution and student characteristic levels.

Access

- 9 Leeds Trinity University has an excellent track record in terms of the extent and success of its outreach work. Notable investment, activities and interventions include:
 - Extensive reach with schools and colleges in West Yorkshire, with relationships with over 190 institutions, together with a highly-targeted approach to prioritise schools with high ratios of under-represented pupils.
 - An intensive and structured school partnership programme, including formalised partnership agreements with over 40 schools and colleges.

- A comprehensive menu of activity including pupil talks and workshops on topics such as “why go to university”, “making the most of your personal statement”, “student finance”, and “preparing for your interview”, with over 300 events held every year.
- A structured programme of academic HE “Subject Focus Days”, and a number of residential summer schools.
- Effective use of current students acting as Student Ambassadors and mentors to under-represented pupils in schools and colleges.
- A focus on transparency and sharing knowledge for underrepresented groups in Primary and Secondary Education focused through dedicated publications, visits to campus and presentations in schools/colleges.
- A contextualised admissions programme which offers underrepresented students 8 additional UCAS points if they graduate from the ‘Reward Scheme Residential’.
- Co-ordination of the Leeds Children’s University, which is part of the Children’s University Trust, offering exciting and innovative learning activities and experiences for 7 to 14 year olds outside normal school hours. Research shows that engagement with the Children’s University™ has a measurable, positive impact in a range of key areas including attendance, attitudes and attainment. For details, see the report ‘Evaluating Provision, Progress and Quality of Learning in the Children’s University™ 2012’, by Professor John MacBeath.
- Care Leavers are offered an enhanced package of advice and guidance in both the pre and post application process and once they arrive. This includes a single point of contact.
- Adult learners are also offered a dedicated package of advice and guidance, as well as tailored financial advice and a ‘Return to Learn’ programme prior to induction. In addition a Leeds Trinity Student’s Union Mature Students Officer runs events throughout the year.
- ‘LTYou’ website is a dedicated personalised online portal for students prior to their enrolment at Leeds Trinity. It supports increased engagement and better targeted communication to specific underrepresented groups to encourage the transition to University life.
- A “Summer University” residential, designed to enhance engagement with applicants through academic and social activities over the summer. The programme is targeted at students who have accepted their offer to encourage enrolment and enhance transition to University and likelihood to stay. Over 130 students took up this opportunity in 2017.

Measuring success

Access

- 10** Internal analysis of the recruitment of undergraduate students has highlighted the University is successfully attracting students from areas of low participation with 22.8% from POLAR quintile 1 in 2016/17. The University has identified that whilst the recruitment of BME students has increased recently to 16.7% of new first year entrants it remains a priority area to enhance further in respect of access. In addition it is noted that although the University has made good progress with respect to recruitment of mature students, there remains further work (23.2% locally adjusted benchmark) is required in order to further reduce the gap in this target group.
- 11** As can also be seen by the University’s performance in HESA Performance Indicators (tables a, b and c) the University is performing relatively well in the context of measurement against benchmarks. This includes the recruitment of students from state schools, low socio economic classes and low participation neighbourhoods. There are however, areas where improvements can

be made. For example, recruiting Disabled Students has lagged behind its HESA benchmark and although the gap has narrowed in recent years (6.2% against a target of 6.9%, a gap of 0.7% see table d, below for further information), it remains an area on which the University is focused.

(a) % of students recruited from low participation neighbourhoods (young full-time first degree entrants).

Reporting Year	Leeds Trinity University Performance	Benchmark	Variance	Location Adjusted Benchmark	Variance
2016/17	22.8%	14.5%	8.3%	20.3%	2.5
2015/16	21.7%	14.5%	7.2	20.1%	1.6
2014/15	22.6%	15.1%	7.5	21.1%	1.5
2013/14	20.5%	13.8%	6.7	19.0%	1.5
2012/13	22.8%	14.5%	8.3	19.9%	2.9
2011/12	20.3%	13.4%	6.9	18.8%	1.5

Source: HESA Performance Indicators Table 1a

(b) % of students recruited from state schools (young full-time first degree entrants).

Reporting Year	Leeds Trinity University Performance	Benchmark	Variance	Location Adjusted Benchmark	Variance
2016/17	97.9%	95.9%	2.0%	96.7%	1.2
2015/16	97.3%	96.1%	1.2	96.6%	0.7
2014/15	98.1%	96.3%	1.8	97.2%	0.9
2013/14	98.9%	95.6%	3.3	96.4%	2.5
2012/13	97.9%	96.0%	1.9	97.0%	0.9
2011/12	97.3%	95.3%	2.0	95.9%	1.4

Source: HESA Performance Indicators Table 1a

(c) % of Mature Students from low participation neighbourhoods (first degree entrants).

Reporting Year	Leeds Trinity University Performance	Benchmark	Variance	Location Adjusted Benchmark	Variance
2016/17	20.1%	16.5%	3.6%	23.2%	-3.1
2015/16	21.1%	14.1%	7.0	21.5%	-0.4
2014/15	21.9%	15.7%	6.2	20.9%	1.0
2013/14	24.6%	15.7%	8.9	24.7%	-0.1
2012/13	29.2%	15.1%	14.1	26.6%	2.6
2011/12	23.1%	14.6%	8.5	25.4%	-2.3

Source: HESA Performance Indicators Table 2a

(d) % of Full-time undergraduate students in receipt of Disabled Students' Allowance.

Reporting Year	Leeds Trinity University Performance	Benchmark	Variance
2016/17	6.2%	6.9%	-0.7
2015/16	6.1%	7.0%	-0.9
2014/15	6.2%	7.1%	-0.9
2013/14	5.9%	6.8%	-0.9
2012/13	4.6%	6.2%	-1.6
2011/12	1.9%	5.6%	-3.7

Source: HESA Performance Indicators Table 7

12 Care leavers as a distinct group form a very small proportion of our intake and as such it is difficult to make any reasonable statistical comparison. We do however recognise the University's obligation to reach out to those that are in care and as such as part of our collaboration with Go Higher West Yorkshire (GHWY) we are a signatory to the Care Leavers Covenant, which provides a package of measure to support care leavers' access to and transition through their HE journey. Further information can be found in paragraph 34 below.

Success

- 13** Improving levels of first year continuation is a key focus area for the University across all student groups. The University recognises that performance is below benchmark in the latest HESA Performance Indicator (0.4%) and the latest TEF year 3 metrics (1.0%). Internal analysis of the most recent performance for 2016/17 academic year has highlighted that improving the performance levels for BME students is a priority, where performance is significantly lower than for white students and is persistent over several years. On average over the last 5 years 6.4% less BME students have passed year 1 compared to white students, in 2016/17 the gap increased to 11.2%.
- 14** Continuation performance for male students is significantly inferior to female students (11.5% lower for 2016/17) however our internal analysis of intersections with other characteristics has not identified any particular male underrepresented groups to be significantly affected.
- 15** We have observed that whilst male students from low participation neighbourhoods have lower continuation than males from high participation neighbourhoods, the difference is not statistically significant. Male BME students do have a significantly lower level of continuation than male white students however our analysis also shows the same comparative finding for female students when intersected with ethnicity; this highlights differential outcomes for BME students overall as being a key priority for the University.
- 16** Whilst the University strives to increase continuation levels for all student groups there have been no significant differences observed in respect of socio-economic status, age or disability. Further in depth analysis of the intersections between multiple characteristics has not led to any further observations of adverse performance that is statistically significant. The University continues to monitor performance within all of these groups as part of its whole institution approach to improving levels of continuation.
- 17** A further assessment through the most recent TEF year 3 metrics data highlights that differences for the University in respect of paired characteristics are relatively aligned with the equivalent differences from the benchmark (table d). However this data (measured up to 2015/16 entrants) is not as contemporary as the University's internal analysis (measured up to 2016/17 entrants) which highlights a wider differential for BME students.

Continuation in higher education after year 1 (full-time UG students)

Characteristic	Student Group	Leeds Trinity Performance	Benchmark	Variance to Benchmark	TEF Significance Flag
Age	Mature Students	87.5%	88.8%	-1.4%	No
	Young Students	91.3%	92.2%	-0.9%	
	Variance between Groups	-3.8%	-3.4%		
Participation	Low Participation Neighbourhoods (POLAR Q1/2)	89.7%	91.5%	-1.7%	No
	Higher Participation Neighbourhoods (POLAR Q3/4/5)	92.6%	93.0%	-0.4%	
	Variance between Groups	-2.9%	-1.6%		
Deprivation	Areas of Higher Deprivation (IMD Q1/2)	88.5%	90.0%	-1.5%	No
	Areas of Lower Deprivation (IMD Q3/4/5)	92.1%	92.8%	-0.7%	
	Variance between Groups	-3.7%	-2.8%		
Ethnicity	BME Students	89.1%	91.0%	-1.9%	No
	White Students	90.7%	91.7%	-1.0%	
	Variance between Groups	-1.6%	-0.7%		
Disability	Disabled Students	88.7%	90.7%	-2.0%	No
	Not Disabled Students	90.7%	91.6%	-0.9%	
	Variance between Groups	-2.0%	-1.0%		

Source: TEF Year 3 (aggregate of last 3 reported years)

- 18** In respect of good honours degree outcomes the University recognises that BME students have performed significantly less well than white students in recent years (an average of 7.4% fewer good honours degrees awarded). The most recent graduating cohort of BME students in 2016/17 performed much better in respect of good honours outcomes with performance in line with white students, however this remains a focus area given the persistent performance differential still seen in respect of year 1 continuation.
- 19** Good honours performance is significantly lower for male students overall compared to female students (11% lower in 2016/17). This is observed particularly in respect of male students from the POLAR 1 quintile for which there is a significantly lower performance than other quintiles for the most recent year. In addition we recognise that attainment for students from areas of lower socio-economic status is lower - we have observed this for students from both POLAR1 and IMD1 areas in particular.

Progression

- 20** In respect of students progressing to a good graduate outcome (graduate level employment or further study) the University has observed relatively modest adverse attainment gaps for most underrepresented groups although we recognise that reducing the differential for BME students is a priority. BME students have 6.9% lower good graduate outcomes over the last 3 years compared to white students. For the most recent graduating year, the gap for BME students is still 5.0% adverse to white students. Students from IMD 1/2 areas have a gap of 2.8% over their peers for the last 3 years as a whole, however we have recognised that this has widened to 5.5% for the most recent year.
- 21** With respect to breaking down our BME population into specific ethnic groups to observe any variation in performance: the population as a whole is too small to break down into specific ethnic groupings, but we recognise that Asian students are a significant proportion of our BME population. With this in mind the University feels that its current approach to raising outcomes (success and progression) more generally for the whole BME population will benefit Asian students equally.
- 22** In respect of further analysis of the intersections of student groups we have observed that the lower level of good graduate outcomes for BME students is seen for both male and females relative to white students. For BME students there is also little difference in outcome for IMD1/2 compared with IMD3/4/5. We have observed a greater difference between IMD1/2 compared with IMD3/4/5 for white students but at higher absolute levels of performance than seen for BME students. The University concludes improving the graduate outcomes for BME students as a whole is the most significant priority in respect of underrepresented groups. However, we are mindful that in order to maintain our strong performance across all target groups we will continue to develop activities that have the potential to positively impact the whole student body.
- 23** Relative to the context of the wider HE sector we believe we are making progress in the progression outcomes of underrepresented groups as the latest TEF year 3 results (table F) show that the University has a lower attainment gap relative to our benchmark comparison between paired groups.
- 24** With respect to mature student progression the University's welcoming ethos and strong track record in support has ensured that we have exceeded our TEF benchmark (77.4% against a target of 71.7%, a 5.6% positive variance) and as such we feel that the work we continue to undertake in this area does not currently require further refinements and it is not a focus for the University at this time.

(F) Leavers in highly skilled employment or further study (full-time UG students)

Characteristic	Student Group	Leeds Trinity Performance	Benchmark	Variance to Benchmark	TEF Significance Flag
Age	Mature Students	77.4%	71.7%	5.6%	+
	Young Students	65.9%	64.8%	1.1%	
	Variance between Groups	11.5%	6.9%		
Participation	Low Participation Neighbourhoods (POLAR Q1/2)	65.2%	62.4%	2.8%	No
	Higher Participation Neighbourhoods (POLAR Q3/4/5)	66.3%	66.0%	0.2%	
	Variance between Groups	-1.1%	-3.6%		
Deprivation	Areas of Higher Deprivation (IMD Q1/2)	66.1%	62.4%	3.7%	+
	Areas of Lower Deprivation (IMD Q3/4/5)	68.9%	68.9%	0.0%	
	Variance between Groups	-2.8%	-6.5%		
Ethnicity	BME Students	61.7%	59.1%	2.6%	No
	White Students	68.7%	66.9%	1.7%	
	Variance between Groups	-6.9%	-7.8%		
Disability	Disabled Students	65.7%	63.7%	1.9%	No
	Not Disabled Students	68.2%	66.3%	1.9%	
	Variance between Groups	-2.5%	-2.6%		

Source: TEF Year 3 (aggregate of last 3 reported years)

25 The University believes in the power of education and knowledge and in widening the availability of higher education to all with the ability to succeed. Playing an active role through strategic partnerships with schools, colleges, businesses, and voluntary organisations in order to raise educational aspiration among socially and economically deprived communities and addressing historic disadvantage is core to its mission.

26 The University's whole lifecycle approach aims to deploy the full range of University expertise to support students through their higher education journey from pre-applicant to alumnus regardless of their background. Our Access and Participation plan follows on from this approach and the range of activities noted below is aimed at sustained high quality provision through access, success and progression and in so doing make a lasting impact upon the community it serves and address uneven patterns of participation in education and to promote equality and diversity.

Ambition and strategy

27 The University recognises the opportunities in the implementation of this Access and Participation plan as a means to further strengthen its record of supporting students from disadvantaged backgrounds. The University's own data and national data highlight the positive impact it is having in reducing disadvantage through taking a whole lifecycle approach. However, it is noted that inequalities of outcomes exist in BME students and male students generally when benchmarked against the University population as a whole. In order to address these challenges the University will make adjustment to its approach and target resource in order to reduce the gap at every stage in the student journey. Within our Access and Participation plan we will continue to build on the following priority areas:

Access

- Develop and enhance our widening access work, targeting schools and colleges in the locality that have a high concentration of BME population. We will initially aim to increase the number recruited by 2% by the end of this plan (16.7- 18.7%) relative to the white population.
- Develop and sustain appropriate partnerships with schools, colleges, employers, local authorities and other bodies in order to support aspiration raising, attainment and access to higher education.
- Engage with influencers in the community such as parents and community groups (via our participation in National Collaboration and Outreach Programme - NCOP) and our own networks to address perceptions and perceived barriers to higher education. This is particularly relevant to BME communities where barriers to accessing higher education remain.
- Target mature learners through focused marketing of our offer and running specific events designed to break down barriers to accessing HE.

Student Success and Progression

- Improving the performance levels for BME students, reducing the gap relative to the rest of the student population.
- Provide enhanced support, particularly for new arrivals, for students from under-represented groups to improve retention and, ultimately, achievement.
- Reducing the number of students who are no longer in HE after year 1.
- Ensure that mature students receive the support they need to enable them to fully benefit from their university experience.
- Improving the graduate outcomes for BME students relative to underrepresented groups, with an interim target set of 2% reduction by the end of this plan (6.9 – 4.9%) relative to the white population.

28 In 2019/20 Leeds Trinity University will further develop its activity across the whole student journey to ensure that access, success and progression is maximised for all underrepresented groups, a breakdown of which is given below:

Access

- Increased investment in the LTYou portal enabling us to further target and track student progression from underrepresented groups.
- Review educational partnerships to ensure we are continuing to work with targeted schools and colleges with high ratios of student from underrepresented groups, and develop meaningful partnerships that will raise aspirations and attainment of students.
- Work with private, public and third sector organisation to support and encourage eligible mature students who have the potential to succeed at Leeds Trinity University.
- We remain committed to raising attainment at school level and as such we feel a more focused strategy is required, which encompasses the need to support schools at different levels. The government's Higher Education green paper 'schools that work for everyone' encouraged universities to work with schools and colleges to raise attainment. The University's mission is aligned to the aims of the green paper as a central function of Leeds Trinity is the training of high quality teachers, who it is anticipated will in turn inspire, inform and raise the aspirations of future students.
- The University recognises the many challenges facing schools (reduced resources, recruitment shortage and the need to raise attainment) and as such it is keen to draw on the skills and expertise of its staff, to support schools with these challenges at the strategic level. Therefore, the University commits itself to creating a governance network and will actively encourage staff members to become school governors, with our aim being to have in post 24 staff governors (5% of our staff population) in schools where there is a high proportion of disadvantaged students and low participation in higher education. We will monitor our network's effectiveness in two ways. Firstly, through improvements in the schools' Ofsted ratings, specifically, where there has been an improvement in the ratings. Secondly, through school governance reports which will highlight the effectiveness of our scheme via the work individual governors have undertaken.
- Leeds Trinity University also recognises that there may be benefit to being directly involved in school governance at an institution level. As such it is investigating options to sponsor an existing or establish a new school in an area where the need is greatest. The University is holding discussions with other interested parties in Leeds to look at developing a partnership arrangement with schools.
- Leeds Trinity University recognises the key role that parents and/or guardians play in influencing the decision making processes of their children. Given the complexities of the UCAS application process and the student finance system, the University is committed to running a programme of events aimed at de-mystifying these processes and providing clear and objective advice. Throughout the 2017/18

academic year we have piloted the use of a parents' and carers' guide to applying to university, available at Applicant Visits, Open Days and at evening HE fairs at schools. We have also piloted a series of Parents' and Carers' Talks during Open Days and larger Applicant Visit events. The sessions and the guide include information about the UCAS application process, student finance and university processes, such as applying for halls of residence places. The University intends to build on this for 2018/19 by increasing the number of sessions on campus where parents and carers can learn more about applying to university and student finance, as well as delivering these sessions in local communities. These sessions will be open to all, but targeted to areas of low participation where knowledge of university is also likely to be low to generate the greatest impact.

- The University is also considering events to help parents, carers and teachers support young people through their GCSE exams. These will be delivered by the University's staff based in the Institute of Childhood and Education (ICE) and are likely to cover revision and exam techniques, and stress and expectation management.
- Continue to offer the Leeds Trinity Annual Information, Advice and Guidance Conference, our educators' conference targeted at teachers and advisors.
- Further develop The Leeds Trinity Student Ambassador Scheme to deliver a programme of activities in targeted schools and colleges.
- The Reward Scheme Residential, at Leeds Trinity University, includes a full day of academic sessions in the subject area of the student's choice. The academic sessions are run by lecturers and are designed to give the students a greater insight into their chosen subject. The Residential has set eligibility criteria tailored around the underrepresented groups which the OFS has asked universities to focus on. Schools where their cohort has a large percentage of low household income, low socioeconomic status, low participation in HE, and particular ethnicities where equality of opportunity is decreased (such as White British males from socioeconomically disadvantaged areas) are particularly targeted for recruitment to this Residential. Students who are not sure about attending university are also particularly encouraged to attend the Residential to increase their subject knowledge and reduce perceived barriers to entering HE.

Collaborative Outreach

- 29** Leeds Trinity University is committed to the Go Higher West Yorkshire (GHWY) partnership, an established consortium of twelve HE providers in West Yorkshire (comprising FE colleges with HE provision, and universities). The partner members represent a diverse range of institutions offering a variety of different courses, subjects, qualifications and modes of study. We are also committed to the National Collaborative Outreach Programme (NCOP), secured by (GHWY).
- 30** GHWY's mission is to work in partnership to act as a single point of contact for information on its Higher Education Provider partners, improving access to, and achievement in, Higher Education to enhance individual and economic development. This is achieved through the consortium's internal structures: each of the twelve partners has representation on the Governing Board and in its two operational groups (the Business Engagement Planning Group, and the Widening Participation Planning Group).
- 31** The Board comprises senior members of staff from each institution, to help drive the strategic direction of the partnership, as well as co-opted members from the Leeds City Region LEP and West Yorkshire Consortium of Colleges, to ensure a joined-up approach and to maximise opportunities for partnership working.
- 32** The Business Engagement Planning Group has a remit to work in partnership to open up higher education options to underrepresented groups, with a particular focus on employers and their employees, including prospective mature and part-time students. Its partners have worked together

to develop higher and degree apprenticeships which aim to appeal to a wide range of students, and seek to investigate the social mobility potential of this emerging area of work.

- 33** The Widening Participation Planning Group has a focus on working with specific target groups which have been identified using national data, and contributes towards the meeting of its collaborative access and participation plan targets. The work covers: looked-after young people and care leavers, Estranged Students, former National Networks for Collaborative Outreach (NNCO) schools (which do not form part of NCOP) in HE cold-spot areas, and current students from non-traditional backgrounds.
- 34** GHWY are proud that their partnership has worked together to develop and sign the first collaborative Care Leaver Covenant, showcasing the commitment across the partnership to this group of students (<http://www.gohigherwestyorks.ac.uk/care-leaver-covenant/>). GHWY's work in this area covers the student lifecycle and includes access work such as collaborative Foster Family Fun Days and engagement with foster carer networks/Children in Care and Care Leaver Councils, as well as progression work such as a pilot Professional Mentoring project it is developing to support care leavers currently in higher education to progress into graduate-level employment.
- 35** GHWY partnership is also working towards the development of a collaborative Stand Alone pledge, to showcase the commitment it has towards this equally vulnerable group of students. Other activities include NCOP collaborative Y10 summer school, where young people from low-participation neighbourhoods gain exposure to multiple HE providers to aid informed choices, and a series of workshops to share good practice across the partnership in areas such as supporting current students from non-traditional backgrounds.
- 36** GHWY measures its success through assessment of the data it collects; this evidences that the care-experienced students with whom it works feel their confidence has increased through their experiences with GHWY. Further, evaluation of its annual collaborative Y10 summer school via the Learning Gain tool¹ demonstrates that the overwhelming majority of the participants leave the residential experience feeling that HE is for people like them, feel more confident about their future and have a good plan for progressing into HE; this is combined with continuous improvement in practice through feedback from teachers and student hosts who are present throughout the event, and debrief of staff from across the partnership who run the event. Monitoring of this work takes place termly and is reported to the GHWY Board.
- 37** Our strong partnership work supports complementarity between the work of our own institution, the work of GHWY and NCOP, and other local initiatives. To aid complementarity between the work of our own institution and the NCOP, Leeds Trinity University is represented on the NCOP Steering Group/consulted prior to NCOP Steering Group meetings and employs an NCOP staff member who sits within our Student Recruitment and Outreach Team. This staff member is our link with the central NCOP team, managed through GHWY, and outreach work within our own institution, and a key element of their role is to develop community links in and work with key influencers from the target wards. To ensure complementarity with the Opportunity Area identified in our region – Bradford – the Partnership Manager for GHWY is a member of the Opportunity Area Working Group 'Access to Rewarding Careers' and the NCOP Area Manager for Bradford and Calderdale works closely with those involved in the Opportunity Areas. Our partnership has also signed a Memorandum of Understanding with Bradford Pathways, part of Bradford Council, which is a service offering free advice and support to primary and secondary schools on developing a careers framework within the school's curriculum; Bradford Pathways is also responsible for setting up and delivering Bradford's Education Covenant and has strong links with the Opportunity Area.

¹ <https://research-toolkit.co.uk/#learning>

Student Success and Progression

- 38** Our activities are not designed specifically for those from the priority groups identified by our own assessment of performance (BME, Mature and more generally white males). However the measures are of particular benefit to these groups and will be evaluated in line with our normal business practice.
- 39** Leeds Trinity University is committed to enabling all learners to reach their full potential and succeed. Our model for widening participation is based upon the learner's decision line through from thinking, applying, starting, to progressing and succeeding. Notable investment, activities and interventions in place to support student success includes:
- Student Support Centre – This brings together a range of support services including Disability Service, Counselling Service and Student Advisors. Learning Support – the dedicated Learning Hub is available to all students who may need academic support, including help with time management, essay writing, revision strategies, critical thinking, note-taking, and the research process. The Hub works with module tutors to provide a range of in-class support and input linked to the development of academic skills and progress towards assessment.
 - The Student Achievement Advisors who work in the Learning Hub work closely with academic departments to support and assist students who have been identified by progress and module tutors as being in danger of withdrawing or failing. Students who are referred to the Learning Hub are contacted and offered regular tutorial appointments. Advisers in the Learning Hub also support academic departments by running embedded workshops on topics such as essay writing, academic referencing, note taking and writing dissertations.
 - The Learning Hub supports not only current Leeds Trinity Students but also alumni and applicants. Graduates who wish to pursue a PGCE at Leeds Trinity University visit the Learning Hub for support with the QTS Professional Skills tests in Literacy and Numeracy. This support is also offered to all external applicants with a firm offer for either a BA Ed or PGCE at the University. The Learning Hub was commended by the QAA as an area of good practice in its review in May 2015.
 - Cause for Concerns - Students who have been identified by academic and support staff as being in danger of withdrawing or failing are alerted to the Learning Hub Team. These students may be disengaged, have struggled with assessments or have failed to attend. Often this guidance also involves signposting students to other areas of Student Support. Staff from across the University who referred the student are kept informed of student attendance and progress in Learning Hub tutorials.
 - Personal Tutors – When students enrol on their course, a member of the lecturing staff will become their personal tutor, offering students personalised academic and pastoral support throughout the whole of their studies including when on placement which extends to liaising with employers.
 - Resident Mentors – Experienced and trained students live in all of our halls of residence on campus as Resident Mentors. They are available to support students as they make the transition to student life and they also play a crucial role in maintaining the community feel that the University is renowned for.
 - Peer Learning Mentors (PLMs) – PLMs are level 5 and 6 students on track to achieve a 1st or 2:1 degree in each academic subject area. They offer students advice on all aspects of academic work through one-to-one or group sessions. The PLMs were commended by QAA as an area of good practice in its review in May 2015.
 - Employability Focus – The University is proud of its employability focus which includes a blend of support and guidance that gives our graduates a head start in getting their first graduate job. Innovations include:

- Employers are involved in the development of our degrees through involvement on approval panels and through tutor consultancy with a range of employers. In addition to this we have worked with a range of employers to develop the new “Computer Science” degree which is launching in September 2018.
 - A focus on recruiting teaching staff with extensive professional experience in relevant areas.
 - A dedicated Enterprise Centre to support enterprising students, with over 287 students (2016/17) undertaking accredited enterprise modules, extra curricula enterprise activity or accessing support in creating a new business.
 - A Jobshop to help students find part-time work.
 - Embedded employability skills and two credit-bearing placement modules in all our degree courses.
 - The opportunity to undertake a final-year consultancy-style project with an employer.
 - Career support through dedicated advisors who offer valuable, impartial and confidential advice to prepare students for the world of work and life after University and match them to high quality graduate roles.
 - Opportunities for students to have direct contact with employers throughout their degree at events such as Professional Development Week, In-Leeds Days, Employer Challenge Days, and student-employer networking events.
- Professional Work Placements – Every degree course at Leeds Trinity includes two professional work placements. This helps students to gain degree-relevant employment experience and gain contacts and future work opportunities that often lead to further placements or on-going opportunities. Data shows that 63% of our students gain further work opportunities (paid and unpaid) through their credit-bearing placement.
 - The placement programme is open to all students and is an embedded and compulsory part of the degree. The support provided by the placement advisors is tailored to our students’ needs and contact remains strong throughout the placement.
 - BME students are tracked on the L6 employment destination tracker and will be targeted by the Graduate Employment Team to ensure we maximise the number entering professional employment and further study and to reduce the gap between BME and non BME student outcomes as seen in our TEF and DLHE data.
 - Volunteering Opportunities – Students are encouraged to volunteer with a range of organisations to enhance their employability skills. The University is proud to be a validated ‘vinspired’ award validator which means student commitment to volunteering is recognised by the UK’s leading youth volunteering charity.
 - In 2018 Leeds Trinity University Student’s Union was recognised for its outstanding contribution to volunteering by Investing in Volunteers UK. The Union’s commitment to volunteering when measured against a range of best practice standards was proven to excel in all aspects of working with its volunteers.
 - International Opportunities – Students can study abroad for a semester at one of Leeds Trinity’s international partners with support from the Inspiring Futures Fund and Erasmus funding.
 - Transition to HE - In order to facilitate the transition into HE, Leeds Trinity University runs an institution wide “Intro Week” programme. This programme continues to be developed in line with feedback from current students. Recognising that under represented students may require an even greater level of support, Leeds Trinity University successfully ran pre-Intro summer schools (Summer Uni) in 2016/17 and 2017/18, particularly targeting underrepresented students to offer an enhanced introductory experience. During these events students were introduced to a range of University services such as the Student Support Centre and the Learning Hub.

- Enhanced strategic information on retention and success rate – The Planning and Information Office has developed an improved understanding of performance data at a student characteristic level. This information is used as part of the Annual Academic Review process and the enhanced performance data enables the University to consider the success trends of students from underrepresented groups. This data is also used by Academic Group Leads during the course of the academic year to identify the most suitable support for all students.
- Mental Health – In response to rising demand and reduced external provision, Leeds Trinity increased its counselling provision in Sept 2016. In addition, it has now subscribed to Big White Wall, a 24/7 online support service, which offers clinically mediated peer to peer forums and self-guided strategies for many common mental health problems. Leeds Trinity is reviewing its wellbeing provision with the support of an external consultant and will be implementing a comprehensive Wellbeing Strategy in 2018-19.

Success and progression – further investment

40 Although progress has been made against Leeds Trinity University’s continuation and success measures internally, this remains a priority area for the University. In 2019/20 Leeds Trinity University will further develop these initiatives by enhancing existing activity and delivering **new success** activity as follows:

- Tutoring – following a thorough review, Leeds Trinity has re-established a Personal Tutoring system involving all academics. An institutional handbook for all tutors is published annually with a schedule of required meetings, workload allocations, a directory of support services and a full guide to responding to common presenting problems from students.
- Identification of support needs among students - In 2015/16 Leeds Trinity University continued to use indices such as progression tutor reports and assignment results to identify students who may not be confident in their commitment to higher education and alerted the Learning Hub Team to ensure these students receive attention. During the current academic year this has been enhanced through a project to improve the systems that link Learning Hub data and student records. The Learning Hub now has access to a wider range of student data in order to identify students who need further academic support. The Learning Hub Team is working in conjunction with Student Administration to keep track of Level 4 students who enrolled at the University in 2017 with 72 UCAS points or lower. A concerted effort has been made to contact these students via text and email to remind them of Learning Hub and Peer Learning Mentor services (especially in advance of upcoming assessments). The team continues to consider how to improve upon this.
- Reasons for withdrawal – The University has enhanced the recording of information on student reasons for withdrawal through greater granularity of coding following personal interviews. The University has commissioned and, in AY17-18, launched the Starfish student engagement system. The system has been specifically configured to record Directed Activity submission records (DA being weekly “homework” tasks). The system allows the build-up of a tracking record of conversations and interventions. The University plans to develop the system to monitor attendance and engagement over the next few years maximising its benefits to the full. Enhanced strategic information on retention and success rate - Leeds Trinity University will continue to enhance this information building profiles of our students in terms of retention, by programme of study, gender, ethnicity, age, whether they reside on campus and previous qualifications. This information will be built into institutional indicators with a clear action plan in place to facilitate appropriate departmental responses and support improvements.
- To further support retention and success rates – Leeds Trinity University has successfully appointed three Student Liaison Officers (SLOs) posts to monitor attendance, completion of directed activities and assignment submission. Focusing particularly on Level 4 students, the Officers are able to identify early signs of disengagement and provide appropriate contact and support to improve retention and progression.

- The Race Equality Charter Mark (RECM) Self-Assessment Team has a specific remit to develop an institutional action plan which aims to eradicate the differences in outcomes (retention, achievement, graduate outcomes) that currently exist between BME and non-BME students. It is undertaking this work as part of a broader remit to address differential experiences for BME staff and students at the University. The members of this group are currently undertaking extensive research to identify the reasons why some groups of students achieve poorer outcomes than other groups. A range of research studies are in operation during the current academic year including focus groups with specific groups of staff and students. This group is separate to the Equality and Diversity Committee, which is responsible for setting policy in this area.
- The institution has funded a PhD student to lead research into race inequality at LTU and in HE more generally.
- Expectation management - It is crucial that students considering HE have a clear idea of what their student experience will be like and the University's expectations of them (e.g. the level of academic work required on vocational courses), as failure to do this can lead to disengagement. Therefore Leeds Trinity University continues to enhance the course information on its website making clear what will be required of students.
- The University will continue to look for ways to enhance the transition to Higher Education. For some programmes with particular issues of retention and progression, early engagement via residential courses is under consideration once the course begins. Other programmes will feature early field trips and professional site-visits to promote inclusion and fostering a genuine community of learners.
- The Learning, Teaching and Assessment Strategy (2015-19) launched in September 2015 and focuses sharply on engaging students through active learning, collaboration and student-led enquiry. Lecturers are experimenting with innovative approaches to their teaching which are designed to secure student engagement. The outcomes of this experimentation with innovative pedagogy are shared with all staff during Learning and Teaching events which are held throughout the academic year. This approach enables the University to spot risk earlier in the student's lifecycle. Weekly directed activities have been introduced this academic year to improve student attendance. First year undergraduate students are set weekly tasks to complete which they are required to hand in at their next timetabled session. Students who do this gain marks towards their final module assessment. The impact of this on student attendance will be evaluated at the end of the current academic year.
- "Ethics and Society" module – a module that connects each programme to general ethical and social issues, such as social inequality in wealth, gender and ethnicity, has now been implemented as a mandatory module across all programmes.
- Access to Higher Education module – Leeds Trinity University remains committed to investigating if an access to higher education module is viable given the number of providers offering the same modules in the locality. If the investigation confirms viability, the module will be taught directly in local communities which are in 'cold spot' areas. Specific courses will agree a pass in this module is proof of ability to succeed in higher education and specific individuals from under-represented groups will subsequently be made an unconditional offer for a specific course.
- Internal data in relation to non-continuation after year 1 and projected outcomes are showing improvement as a result of the initiatives outlined above. However, this area of business remains a focus for the University and will be closely monitored by the Race Equality Charter Mark (RECM) self-assessment group.

Research

- 41** Since 2016 the University has fully funded 39 PhD students in a range of subject areas. The University's commitment to funding doctoral study ensures that students from low income families who are able to benefit from doctoral study have the opportunity to obtain a PhD. The scholarship funds tuition costs, costs for conference attendance and living costs.

Access, student success and progression measures

Targets and milestones

- 42** Our detailed targets and milestones are set out in the Annex. It remains our intention to maintain and ideally improve our performance across the board with all target groups. However, as previously mentioned the University's own data and national data highlights that inequalities of outcomes exist in BME students, mature student recruitment and more generally male student success when benchmarked against the University population as a whole.
- 43** The data also highlights the need to improve our performance in reducing the percentage of students no longer in HE after year 1 and improving the percentage of undergraduate students achieving a degree. Our milestones therefore include a steady increase in these percentages, and will be the subject of targeted actions, as set out in more detail in this plan.

Monitoring and evaluation

- 44** Our evaluation strategy focuses on ensuring that evaluation is meaningful, cost effective and useful. In particular, we committed to reviewing our Leeds Trinity Bursary, the financial support we offer to our students with household income below £25,000 per year, as assessed by Student Finance, (previously reviewed in 2015) to ensure that it provides the maximum benefit to those students with the greatest need. To facilitate our evaluation the University has been making use of the OFFA Evaluation Toolkit for Practitioners. Due to the University's size data, the statistical analysis suggested by the OFFA Toolkit is not appropriate. However, following the guidance provided by OFFA, we will continue to use the questionnaire and interview elements of the Toolkit, to support evidence gathering and analysis.
- 45** In the spring of 2018 an on-line survey was distributed to 674 recipients of the Leeds Trinity Bursary from the 2015/16 and 2016/17 academic years. The response was low, 85 (12.6%) and as such did not form a meaningful sample size on which to inform policy.
- 46** A revised survey will be sent out to students who received financial support in the 2018/19 academic year and the year previous in September 2018. The survey is being revised to ensure the clarity of questions as some answers received in the previous survey suggest some misinterpretation. Once this data is collected, students who responded will be asked to volunteer to attend a focus group session to delve deeper into their responses. Moving forward it is our intention to use this evidence to inform our financial support offer for the 2020-21 entry.
- 47** There are a series of interim evaluation measures in place which help the University address the strategic questions about the extent to which we are making a difference to access and success. These interim measures feed into the targets and milestones outlined in the Annex and are monitored by the Student Experience and Engagement Committee. Some of these methods of evaluation include:
- Pre and post activity surveys to monitor student attitudes, awareness and aspirations and attainment;
 - Staff activity feedback surveys;
 - Analysis of external data sets – HESA, UCAS etc.

- Analysis of internal data sets – Student satisfaction, retention, success, employability etc. This incorporates providing greater internal visibility of performance in respect of Widening Participation characteristics.

48 The following methods of research are under development to further enhance evaluation and planning of activity:

- Enhancement of existing systems to better support our understanding of student retention (e.g. linking Learning Hub data to other aspects of the student record system);
- Longitudinal tracking of student progression (the University has invested in a new customer relationship management (CRM) system, which will enable longitudinal tracking);
- Assessing performance in academic schools;
- Assessing attitudes and impact of academic staff in schools;
- Progress tutor evaluations.

Equality & Diversity

49 Leeds Trinity's Strategic Plan 2014-19 is based on the values of dignity, respect, social justice and equality; it is on these values that Leeds Trinity's Equality and Diversity Strategy and our Access and Participation Plan are based.

50 Leeds Trinity's Equality and Diversity Policy sets the practical context and basic principles for the Equality Strategy, which was approved in 2015.

51 The Equality and Diversity Strategy is currently being reviewed and refreshed by our Equality & Diversity Committee. Through the strategy we aim to promote and support equality across all protected characteristics as defined in the Equality Act (2010) from strategic to operational level across all core activities. Our stated commitment is; *'In order to foster a positive reputation regarding equality, the University needs to demonstrate its inherent inclusive nature in which all individuals, regardless of their background, status and personal circumstance, are actively encouraged and supported to achieve their full potential.'* It is the role of the Equality & Diversity Committee to set benchmark targets and monitor our progress against these where data suggests that improvements might be made.

52 In March 2017 Leeds Trinity submitted an application to the Equality Challenge Unit for accreditation under their Race Equality Charter (REC). This charter mark aims to improve the representation, progression and success of minority ethnic staff and students within higher education. Over the course of the next 18 months we will be undertaking a comprehensive process of self-assessment, overseen by a Steering Group chaired by our Deputy-Vice-Chancellor, which will support us to develop specific, targeted actions to advance race equality and achieve REC status.

Student Consultation and Involvement

53 The University prides itself on having a close partnership with The Students' Union in all areas, and our work on Access and Participation is a good example of this. The President and Vice President of the Students Union are members of the University's Student Experience and Engagement Committee (SEEC) who, together with two other student representatives, scrutinise University policy and ultimately approve the Access and Participation plan and monitoring returns. SEEC meets three times per annum and progress to achieving Access and Participation plan targets is a standing agenda item. A further level of scrutiny is provided by the University's Academic Board (which also includes student representation) which SEEC reports into and is Chaired by the Vice Chancellor.

54 The President or Vice President of the Students' Union as appropriate are also members of key University working groups, ensuring they can represent student interests across all areas of activity. One such group is the University's Race Equality Charter Mark Group (RECM), which is guiding the University through applying for the Race Equality Charter Mark status. It reviews evidence regarding

inequality of outcomes between BME and non-BME students and feeds into the preparation of the Access and Participation plan.

- 55 More broadly the University has a well-developed Student Engagement strategy which aims to facilitate the 'student voice' to develop an environment that delivers outstanding learning and an exceptional educational experience. A key element of the strategy is to increase engagement from student groups who are often viewed as hard to reach including: BME, mature, part-time, international students, distance learners and students with disabilities. ²
- 56 Our engagement strategy recognises that in order to meet the needs of current and future students, it requires active and informed participation by students in shaping and developing the University experience at every level.

Fee levels and additional access expenditure

- 57 Leeds Trinity University intends to charge all full-time undergraduate entrants tuition fees of £9,250 for 2019/20. It is estimated that around 1,000 new students will be charged this fee. This includes an estimated 40 new students on four year undergraduate programmes which incorporate a foundation year.
- 58 Leeds Trinity University intends to charge all Postgraduate ITT entrants tuition fees of £9,250 for 2019/20. It is estimated that around 100 students will be charged this fee.
- 59 Leeds Trinity University intends to charge all foundation degree entrants tuition fees of £5000, per annum for 2019/20. It is estimated that 35 foundation students will be charged this fee.
- 60 Leeds Trinity University may charge part-time students above the basic fee of £4,625 but will not charge more than £6,935 in any academic year in line with the fee regulations.
- 61 Subject to agreement, the University may increase Tuition Fees annually in line with the most up to date Consumer Price Index published by the Office for National Statistics. The Consumer Price Index is a measure of inflation published monthly by the Office for National Statistics. It measures the change in the cost of a representative sample of retail goods and services. When this document was prepared, the Consumer Price Index rate was 2.4%. As an example, based on this 2.4% rate (which is subject to change), if Tuition Fees are £9,250 per academic year (a total of £27,750 over a three year undergraduate degree programme), the University will not be permitted to increase Tuition Fees to more than £28,416.

Investment

- 62 In 2019/20, the University's access and participation plan investment will amount to £1.65m. This represents 21.4% of higher fee income. The breakdown of this investment across the lifecycle stages is shown below:

Investment area	Investment spend
Access investment	£400,000
Success investment	£550,000
Progression	£200,000
Financial support	£500,000
Total	£1,650,000

² Student Engagement Strategy 2015-19

63 The University recognises that a package of support measures including financial assistance in the form of bursaries and scholarship schemes is a useful mechanism through which those who come from the lowest income backgrounds benefit. However, in line with OfS expectations the University continues to evaluate the impact of its financial support package and is currently consulting with students to explore options to tailor the bursaries package more closely to the student journey, to ensure it meets student needs. Any changes to the bursary offer would be implemented in advance for 2020/21 academic year subject to approval by the appropriate University Committee.

64 The Leeds Trinity Bursary will be provided to eligible students. This will be a cash award of £1,000, to be awarded at level 5 (the second year of the course), to all eligible students with a household income of £25,000 or less. To be eligible for the award students must be a UK home or EU student with a household income of £25,000 or less (as assessed by Student Finance England or other relevant funding body) who start an undergraduate honours programme in 2019/20. So for 019/20 entry the bursary will be paid in 2020/21. The decision to make the award at Level 5 rather than Level 4 was made in consultation with student representatives and aims to reflect that Level 5 is often a more difficult year financially as students move out of halls and off campus.

65 A Care Leavers Bursary will also continue to be available in 2019/20. This is available on undergraduate three year degree programme entry in 2019/20, and recognises that some people from a care background may face different and/or further challenges when making the decision to apply to university. This is a £1,000 annual cash bursary, given for three years of study. To receive the Care Leavers Bursary, students must meet the following criteria:

- Be a UK or EU student on a full-time or sandwich course and are paying the full fee either themselves or by a sponsor.
- Have 'former relevant care leaver' status according to the Children (Leaving Care) Act 2000. This status applies to people under the age of 25 who were 'looked after' by the local authority for at least 13 weeks since the age of 14 and ending after the age of 16. This will be evidenced by a letter from the local authority detailing their status.
- Must be aged 25 or under at the time of enrolment with the University.

Full details of the financial support package will be available on the Leeds Trinity University website.

Provision of information to students

66 Leeds Trinity University appreciates how important it is that prospective students have all the relevant information about the fees an HEI will charge them, and that it is an important part of the consideration and selection process. Therefore Leeds Trinity University will ensure that information about tuition fees is clearly and prominently communicated through all key channels with prospective students. Examples of these communication channels include the prospectus and other collateral material aimed at prospective students, the website, Open Days, information given at UCAS fairs and other similar public conventions. UCAS will also be supplied with information regarding fees promptly.

Conclusion

67 As an institution, we have always believed that education is a fundamental human right, regardless of background. We continue to make great strides in the widening of access to Higher Education to all. We will continue to focus on maximising access to our high quality educational experience, which is based on a commitment to mutual respect, social justice and equality, enabling our students, alumni and staff to play a full part in the development of their respective communities and society at large.

* course type not listed.

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

Please enter inflationary statement in the free text box below.

Fees may be increased by inflation for 2019-20 entrants in subsequent years of study where the prevailing fee cap makes this possible.

Full-time course type:	Additional information:	Course fee:
First degree		£9,250
Foundation degree		£5,000
Foundation year / Year 0		*
HNC / HND		*
CertHE / DipHE		*
Postgraduate ITT		£9,250
Accelerated degree		*
Sandwich year		*
Erasmus and overseas study years		*
Other		*
Franchise full-time course type:	Additional information:	Course fee:
First degree		*
Foundation degree		*
Foundation year / Year 0		*
HNC / HND		*
CertHE / DipHE		*
Postgraduate ITT		*
Accelerated degree		*
Sandwich year		*
Erasmus and overseas study years		*
Other		*
Part-time course type:	Additional information:	Course fee:
First degree		£6,935
Foundation degree		*
Foundation year / Year 0		*
HNC / HND		*
CertHE / DipHE		*
Postgraduate ITT		*
Accelerated degree		*
Sandwich year		*
Erasmus and overseas study years		*
Other		*

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

Reference number	Stage of the lifecycle (drop-down menu)	Main target type (drop-down menu)	Target type (drop-down menu)	Description (500 characters maximum)	Is this a collaborative target? (drop-down menu)	Baseline year (drop-down menu)	Baseline data	Yearly milestones (numeric where possible, however you may use text)					Commentary on your milestones/targets or textual description where numerical description is not appropriate (500 characters maximum)
								2018-19	2019-20	2020-21	2021-22	2022-23	
T16a_01	Access	Low participation neighbourhoods (LPN)	HESA T1a - NS-SEC classes 4-7 (Young, full-time, first degree entrants)	% students from SECs 4, 5, 6, 7	No	2013-14	41.4%	41.7%	41.8%	41.9%	42%	42.1%	Based on exceeding the 2013/14 location adjusted benchmark of 40.5%
T16a_02	Access	State school	HESA T1a - State School (Young, full-time, first degree entrants)	% students from state schools	No	2013-14	98.9%	97%	97%	97%			Based on exceeding the 2013/14 location adjusted benchmark of 96.4%
T16a_03	Access	Low participation neighbourhoods (LPN)	HESA T1a - Low participation neighbourhoods (POLAR3) (Young, full-time, first degree entrants)	% Student recruited from low participation neighbourhoods	No	2013-14	20.5%	20.8%	20.9%	21%			Based on exceeding the 2013/14 location adjusted benchmark of 19.0%
T16a_04	Access	Mature	HESA T2a - (Mature, full-time, first degree entrants)	% mature students form low participation neighbourhoods	No	2013-14	24.6%	25%	25%	25%			Based on exceeding the 2013/14 location adjusted benchmark of 24.7%
T16a_05	Student success	Multiple	HESA T3a - No longer in HE after 1 year (All, full-time, first degree entrants)	% student non continuation in HE after year 1	No	2012-13	11.4%	8%	8%	8%			Aiming to achieve the 2013/14 benchmark of 8.3%
T16a_06	Progression	Attainment raising	HESA T5 - Projected degree (full time, first degree entrants)	% likelihood of UG student achieving a degree	No	2012-13	76.6%	79.5%	80%	80.5%			Aiming to achieve the 2013/14 benchmark of 79.8%
T16a_07	Progression	Attainment raising	Other statistic - Progression to employment or further study (please give details in the next column)	% of full-time leavers in work or further study	No	2012-13	94.1%	94%	94%	94%			Based on exceeding the 2012/13 benchmark of 93.5%
T16a_08	Other/Multiple stages	Disabled	HESA T7 - Students in receipt of DSA (full-time, first degree entrants)	% of full-time UG students in receipt of DSA	No	2013-14	5.9%	6.7%	6.9%	7.1%			Based on exceeding the 2013/14 benchmark of 6.8%
T16a_09	Access	Attainment raising	Other statistic - Other (please give details in the next column)	The University commits itself to creating a governance network with our aim being to have in post 24 staff governors in schools where there is a high proportion of disadvantaged students and low participation in higher education. We will monitor our networks effectiveness in two ways. Firstly, through improvements in the schools Ofsted rating, specifically, where there has been an improvement in the rating. Secondly, through school governance reports which will highlight the effectiveness of our scheme via the work individual governors have undertaken.	No	2018-19	0	5	15	24			Subject to the outcome of an investigation to take place in 2018/19 year.

Table 8b - Other milestones and targets.

Reference Number	Select stage of the lifecycle	Main target type (drop-down menu)	Target type (drop-down menu)	Description (500 characters maximum)	Is this a collaborative target?	Baseline year	Baseline data	Yearly milestones (numeric where possible, however you may use text)					Commentary on your milestones/targets or textual description where numerical description is not appropriate (500 characters maximum)
								2018-19	2019-20	2020-21	2021-22	2022-23	
T16b_01	Access	State school	Outreach / WP activity (other - please give details in the next column)	To further increase the scale of intervention with targetted schools and colleges	No	2012-13	227	350	355	360	365	370	Targets refer to total number of interventions per annum
T16b_02	Access	State school	Strategic partnerships (eg formal relationships with schools/colleges/employers)	To further develop the programme of formal partnership arrangements with target WP schools and colleges	No	2012-13	33	54	56	58	60	62	Number of partnerships
T16b_03	Access	Attainment raising	Outreach / WP activity (other - please give details in the next column)	To develop the Leeds Children's University	No	2012-13	0	30	35	40	45	50	Number of primary schools engaged in Leeds Children's University
T16b_04	Access	Low participation neighbourhoods (LPN)	Outreach / WP activity (collaborative - please give details in the next column)	Working in collaboration with partners, including HE providers, HEART will engage learners from areas and regions with low participation rates in sustained engagement.	Yes	2015-16	116	131	136	140	144	150	Yearly milestones have been increased from the 2017-18 academic year to ensure targets remain stretching with the potential increase cohort size, whilst being mindful of actual numbers.
T16b_05	Access	Care-leavers	Outreach / WP activity (collaborative - please give details in the next column)	The young people in public care and care leavers with sustained engagement in activity via Go Higher West Yorkshire will increase in confidence	Yes	2015-16	83	90	90	91	92	93	This the % of participants identifying an increase in confidence; yearly milestones have been amended from the 2018-19 cohort to take account of bedding in new activity.
T16b_06	Access	Low participation neighbourhoods (LPN)	Outreach / WP activity (collaborative - please give details in the next column)	Working in collobration with partners, including HE providers, Go Higher West Yorkshire will engage learners from areas and regions with low participation rates in sustained engagement.	Yes	2015-16	47	110	120	130	140	150	