



**University of Leicester**  
**Access and Participation Plan 2019-20**  
**Version 1.2**

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## 1. Introduction

- 1.1 The University's Strategic Plan 2015 embeds widening participation, diversity and equality at its heart. In the 2016 QAA Higher Education Review, the University's 'commitment to widening participation which promotes student inclusivity' was commended as good practice. This commitment remains central to its Learning Strategy, refreshed in 2017, with a strategic ambition 'to support and promote social justice by ensuring that we work with all those who have the potential to succeed in higher education'.

## 2. Assessment of current performance

### Context

- 2.1 The University takes an evidence-based, holistic approach to its widening participation work, working across all the elements of the enquirer, applicant and student lifecycle. Current performance against the core quantitative targets requires improvement. This has enabled the University to re-focus internal resources, while continuing to facilitate the institution to realise its ambitions. Current performance is summarised in more detail below.
- 2.2 The University has and continues to experience a significant change in the size-and-shape of its student body as a result of the broader changes in the higher education market. The Home/EU undergraduate intake has seen a 32% increase over the last five years, now standing at 3,585 in 2017/18. Over the same period, the total intake tariff has seen a drop from 147 to 132 and the number of BAME students as a proportion has increased year-on-year from 31.42% in 2013/14 to 47.22% in 2017/18. To contextualise this, within the ex-1994 Group and Russell Group institutions, Leicester has the 9<sup>th</sup> highest proportion of UK domiciled BAME students, and has the highest proportion outside London.<sup>1</sup> It is fair to say that the institution is in the process of adapting constructively and creatively to these contextual changes.

### Access

- 2.3 The University has consistently recruited the expected number of state school students into full-time, first degree programmes, and once again in 2016 exceeded its target of 90%, with 90.9% comparing favourably to a baseline of 88.7% and benchmark of 89.3%. However the University continues to monitor and develop new models to ensure maximum entry for state school students as it has acknowledged a slight dip in performance from 91.2% in the previous two years.
- 2.4 Recruitment of students with a declared disability is an improving area for the University, and in 2016 it recruited 10.9% against a baseline of 8.6% and a target of 9%, an increase from 10.2% in 2015 and 9.9% in 2014. . However, the table below<sup>2</sup> also demonstrates that the number of students in receipt of Disabled Students Allowance (DSA) has been in decline in the institution for a few years, indicating that this is an area the institution needs to investigate further.

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<sup>1</sup> HEIDI dataset for 2016/17 graduation. Data for ethnicity is limited to UK-domiciled students only.

<sup>2</sup> Taken from HESA data set, Table T7, UK-domiciled students only. Percentage shows proportion of students in receipt of DSA.

Year	Benchmark	Actual	Difference	Sector %	Rank (English Universities)	Quartile
2014/5	6.0%	6.2%	-0.2%	7.3%	61	2
2015/6	6.0%	5.7%	0.3%	7.1%	73	3
2016/7	5.8%	5.2%	0.6%	6.8%	86	3

2.5 The University has made some progress in recruitment from Low Participation Neighbourhoods (LPN) (POLAR3 Quintile 1), with 8.6% participation in 2016, an increase from 8.1% in 2015, and above baseline of 8.3%. Despite this increase the University recognises that this remains below benchmark of 10.2%, and further work is required. In order to understand the issues the institution has engaged in an analysis of the data, identifying the following issues:

- 2.5.1 LPN students are being lost at both the offer and registration stage (10% applications, 9.6% offers, 8.6% registrations), suggesting further transition support is required;
- 2.5.2 the offer rate for LPN applicants at 75.1% is lower than the offer rate for all main cycle UCAS applicants of 78.8%;
- 2.5.3 analysis from the UCAS data<sup>3</sup> of the University's main cycle applications in 2016 indicates that, like LPN students, BAME students are being lost at the offer stage, with only a 70.4% conversion rate compared to 85.5% for white students.

2.6 Although the University's proportional recruitment of mature students in 2016 decreased, this was attributed to a large increase in recruitment of all students, and in real terms the University recruited 265 mature students in 2016/17, an increase from 255 in 2015/16. Nonetheless, the University consequently now falls below baseline for mature student entry for all three HESA T2a metrics.

2.7 Analysis of further data points reveal that the University's recruitment of students from low-income households (£25,000 or below) as determined by recipients of the University of Leicester Scholarship<sup>4</sup> has been relatively consistent in real numbers over the past three years (approximately 1,000 students), but has decreased in proportion to the number of entrants from 36.7% to 30.1% because of the increase in overall student numbers.

2.8 The University's recruitment of (declared) care leavers is small in number but has been consistent over the past three years<sup>5</sup>, with 11 entrants in 2015, 9 in 2016 and 14 in 2017.

<sup>3</sup> 'Sex, area background and ethnic group report (End of Cycle)'. UCAS Analysis and insight for L34: University of Leicester (25/01/2018). Data covers: UK domiciled students who applied to L34 in the 2016 application cycle. NB most of these applicants would be applying for 2016 entry.

<sup>4</sup> Internal University of Leicester dataset. The University of Leicester Scholarship is for students with household income below £25,000 as assessed by Student Finance England and a small number of students who have completed our Widening Participation programmes Realising Opportunities and the Leicester Enhanced Access Programme.

<sup>5</sup> Internal dataset. Care leavers as self-identified to Welfare Service.

## Success

### Continuation

2.9 The University recognises its challenge in meeting its HESA non-continuation targets<sup>6</sup> as specified in the previous OFFA Access Agreement, summarised in the table below.

Milestone	Proportion Discontinuing in 2016	Baseline (2012-13)	HESA 2016 Benchmark
HESA T3a - No longer in HE after 1 year (Young, full-time, first degree entrants)	5.9	4	4.7
HESA T3a - No longer in HE after 1 year (Mature, full-time, first degree entrants)	13.7	10.4	9.8
HESA T3b - No longer in HE after 1 year & in Low Participation Neighbourhoods (POLAR 3) (Young, full-time, first degree entrants)	10.1	2.5	5.7
HESA T3c - No longer in HE after 1 year & no previous HE qualification (Mature, full-time, first degree entrants)	21.3	11.9	10.7

2.10 The most recent split metric data<sup>7</sup> in the Teaching Excellence Framework (TEF3), which looked at the continuation rates for the 2012/13, 2013/2014, 2014/2015 cohorts, indicates negative flags on continuation rates for full-time mature, BAME and disabled undergraduates.

2.11 Granular analysis of where student characteristics intersect, shown in the two tables below<sup>8</sup> for 2016/17, indicate that male BAME students from lower socio-economic groups, and White and Asian students from POLAR3 Quintiles 1 and 2 are more likely to not continue than other student groups.

Ethnicity	<a href="#">Socio-economic group (3 classes as ONS table 3)</a>	Sex	
		Female	Male
BME	Higher managerial, administrative and professional occupations	6%	9%
	Intermediate occupations	9%	17%
	Routine and manual occupations	7%	16%
	N/A and Not classified	13%	20%
White	Higher managerial, administrative and professional occupations	7%	9%
	Intermediate occupations	8%	7%
	Routine and manual occupations	6%	9%
	N/A and Not classified	12%	14%

POLAR3 Quintile	White	BME	Asian	Black	Mixed
1	12%	9%	15%	7%	0%
2	10%	8%	10%	7%	10%
3	7%	12%	11%	11%	10%
4	8%	11%	6%	15%	17%
5	8%	9%	6%	14%	8%

<sup>6</sup> Higher Education Statistics Agency. Non-continuation: UK Performance Indicators 2016/17 (08/03/2018).

<sup>7</sup> Teaching Excellence Framework Year Three, University of Leicester core metrics and splits, 19/10/2017.

<sup>8</sup> Higher Education Statistics Agency. Non-continuation: UK Performance Indicators 2016/17 (08/03/2018).

2.12 The University implemented a new attendance management system in the 2016/17 academic year, and the trend data has assisted the University in understanding where future resource and development needs to be prioritised<sup>9</sup>:

BAME	White	62%
	BAME	55%
	<i>Black (as sub group of BAME)</i>	50%
Disability	No disability	59%
	Disability	59%
Age	Young	59%
	Mature	61%

### Attainment

2.13 The University recognises that it has an attainment gap across underrepresented groups, however the data shows this is an area of improving performance and one in which the University performs relatively well compared to its peer group, with regards to BAME students.

2.14 In order to further understand the University's position, the HEIDI 2016/17 data set<sup>10</sup> was analysed to assess the University's performance compared to 32 competitor institutions (ex-1994 and Russell Group institutions). A comparative ranking for the University of Leicester (below) shows the relative performance of the University, demonstrating that disabled and mature students need particular focus for improvement.

BAME	White students obtaining a good degree (1 <sup>st</sup> or 2:1 classification)	81%
	BAME students obtaining a good degree	74%
	Difference between White and BAME students	7%
	<b>University of Leicester rank</b>	<b>4</b>
<i>Black Students (as sub-group of BAME)</i>	<i>White students obtaining a good degree</i>	<i>81%</i>
	<i>Black students obtaining a good degree</i>	<i>70%</i>
	<i>Difference between White and Black students</i>	<i>11%</i>
	<b>University of Leicester rank</b>	<b>10</b>
Disability	Non-disabled students obtaining a good degree	78%
	Disabled students obtaining a good degree	74%
	Difference between non-disabled and disabled students	4%
	<b>University of Leicester rank</b>	<b>19</b>
Age	Young students (under 24 when receiving their degree) obtaining a good degree	81%
	Mature students (over 25 when receiving their degree) obtaining a good degree	37%
	Difference between Young and Mature students	43%
	<b>University of Leicester rank</b>	<b>25</b>

2.15 The table below demonstrates that academic attainment for LPN students has been improving year on year at the institution and particularly for the three most recent graduation years<sup>11</sup>,

<sup>9</sup> Internal University of Leicester dataset. Data includes students of UK domicile. Mature is based only on age. Attendance includes all events that a student might be expected to attend. Data covers 2016/17 and 2017/18 academic years.

<sup>10</sup> HEIDI dataset for 2016/17 graduation. Data for disability and age includes students of HEU domicile. Mature is based only on age. Data for ethnicity is limited to UK-domiciled students only.

<sup>11</sup> Internal University of Leicester dataset. Report is missing data from 590 students (mostly BMed Sci and MBCHB students).

culminating in the good honours attainment gap being largely removed for LPN students, except for Quintile 3.

	2014/15	2015/16	2016/17
Quintile 1	79.4%	81.0%	83.5%
Quintile 2	76.4%	78.1%	81.6%
Quintile 3	74.5%	76.6%	79.0%
Quintile 4	78.7%	76.9%	82.4%
Quintile 5	78.0%	74.1%	81.4%

2.16 The University has a small number of care leavers, and the historic data is summarised in the table below<sup>12</sup>. The table does indicate that improvements could be made to continuation and completion rates, but overall the care leaver student population is very small.

Entry Year	Number of Care leavers	Continued to Year 2	Graduated
2013/4	6	4	3 (1 still here)
2014/5	7	4	1 (3 did not complete)
2015/6	11	9	NA
2016/7	9	9	NA
2017/8	14	NA	NA

## Progression

### *Engagement*

2.17 The Leicester Award (LA) programme for all current UG students is an employability programme, embedded into the curriculum and designed to support all students to enter graduate employment or postgraduate study. Engagement with the Leicester Award varies across the underrepresented groups, analysis of 2016/17 data<sup>13</sup> indicates the following trends:

- more LPN students passed the Leicester Award (43%) than students from any other POLAR3 quintile, which is attributable to the work of the Leicester OnTrack programme (see paragraph 4.29);
- more students whose parents had not attended university passed the LA (41%) than those whose parents had (35%);
- students with a disclosed disability are less likely to have engaged and completed the award (37%) than those who have not disclosed a disability (42%);
- mature students were less likely to have passed the award than young students, 37% compared with 43%;
- BAME students were less likely to have engaged with the award (77%) than White students (81%). However when they have engaged, Asian students were more likely to pass the

<sup>12</sup> Taken from the HESA core table except 2017/18 which is internal University of Leicester data.

<sup>13</sup> Internal University of Leicester dataset. Data includes students of UK domicile. Mature is based only on age.

award (41%) than any other ethnic group, including White students (39%). Black students are the least likely to have passed the award (28%).

### Destinations

2.18 The table below summarises the University's outcomes from the Destination of Leavers from Higher Education (DLHE) survey in 2015/16<sup>14</sup>.

		Employment	Highly skilled	Total population
	All students	96%	76%	1612
Age type	Mature	96%	91%	150
	Young	96%	74%	1462
Disability	Disability	95%	80%	203
	No disability	96%	75%	1409
Ethnicity	BAME	94%	74%	526
	White	96%	77%	1073
Young POLAR 3	Quintile 1	95%	73%	124
	Quintile 2	94%	72%	178
	Quintile 3	97%	71%	304
	Quintile 4	96%	78%	358
	Quintile 5	96%	75%	498

2.19 The University has an internal target of 80% of all students into highly skilled employment and as can be seen above, mature students are ahead of this target at 91%, whereas young students are below it at 74%. Students from POLAR3 Quintile 1 are less likely to enter highly skilled roles, and BAME students are also slightly less likely to enter employment and employment in highly skilled roles than white students.

2.20 Analysing the care leaver student population, two of the three graduating care leavers in 2015/16 went into full-time further study, with no DLHE response from the remaining care leaver. The care leaver graduate in 2016/17 did not respond to the DLHE.

2.21 Detailed analysis of some of the characteristic intersections in 2015/16 shown in the two tables below<sup>15</sup> further identifies that white students from POLAR3 Quintile 1 are less likely to enter highly skilled employment than Black or Asian students from the same quintile. It further shows that male BAME students from lower socio-economic groups are the least likely to enter highly skilled employment.

Ethnicity	<a href="#">Socio-economic group (3 classes as ONS table 3)</a>	Sex	
		Female	Male
BME	Higher managerial, administrative and professional occupations	76%	75%
	Intermediate occupations	70%	84%
	Routine and manual occupations	72%	65%
	N/A and Not classified	75%	70%
White	Higher managerial, administrative and professional occupations	75%	78%
	Intermediate occupations	73%	77%

<sup>14</sup> Destination of Leavers from Higher Education. Data includes students of UK domicile only. Mature is based only on age.

<sup>15</sup> Destination of Leavers from Higher Education 2015/16. Data includes students of UK domicile only.



	Routine and manual occupations	70%	72%
	N/A and Not classified	79%	80%

POLAR3 Quintile	White	BME	Asian	Black	Mixed
1	69%	78%	72%	84%	80%
2	72%	71%	79%	63%	57%
3	72%	69%	78%	56%	73%
4	79%	73%	78%	64%	58%
5	73%	76%	75%	79%	77%

2.22 The recently published Longitudinal Education Outcome national data<sup>16</sup> (below) suggests that, although LPN students perform relatively well in the University's DLHE return, across the sector they significantly underperform their peers in median earnings 1, 3 and 5 years after graduation.

POLAR3 Quintile	1 year	3 years	5 years	10 years
1	16,900	20,400	23,200	28,800
2	17,400	21,400	24,000	29,700
3	17,900	22,100	25,200	30,800
4	18,700	23,200	26,500	32,000
5	20,000	24,800	28,500	34,200

2.23 Mature students<sup>17</sup> outperform young students one year after graduation, but then the trend reverses and young students progressively start to earn more than mature students.

Age	1 year	3 years	5 years	10 years
Under 21	18,500	22,900	26,200	31,800
21 and over	20,600	22,100	23,900	27,000

2.24 The above trends are also similar for certain BAME students<sup>18</sup> in the national data set, in which Black students, Pakistani and Bangladeshi students are underperforming in earnings in comparison to their peers from other ethnic backgrounds at each point measured.

## Conclusions

2.25 As a result of the above analysis of the University's current performance, the institution has realigned its priority targets for underrepresented groups, taking into account the published OfS priorities for underrepresented groups:

<sup>16</sup> Department for Education, Employment and Earnings Outcomes of Higher Education Graduates: Experimental Data from the Longitudinal Education Outcomes (LEO) Dataset (15/03/2018). Cohort considered: Young (under 21 at the start of the course) UK domiciled first degree graduates from English HEIs and FECs.

<sup>17</sup> Department for Education, Employment and Earnings Outcomes of Higher Education Graduates: Experimental Data from the Longitudinal Education Outcomes (LEO) Dataset (15/03/2018). Cohort considered: UK domiciled first degree graduates from English HEIs and FECs.

<sup>18</sup> Department for Education, Employment and Earnings Outcomes of Higher Education Graduates: Experimental Data from the Longitudinal Education Outcomes (LEO) Dataset (15/03/2018). Cohort considered: UK domiciled first degree graduates from English HEIs and FECs.

	<b>Priority Target Group</b>	<b>Action Area</b>
<b>Access</b>	LPN students and mature students	Targeted outreach
	BAME students	Offer rate
<b>Success</b>	LPN, disabled and mature students (and BAME intersectionality)	Non-continuation
	Black students, disabled and mature students	Attainment
<b>Progression</b>	BAME students (in particular black students)	Highly skilled employment
	Disabled students	Employment
	LPN and mature students	Earnings

### 3. Ambition and strategy

#### Strategic Approach

3.1 The University's strategic approach is governed by Widening Participation and Admissions Committee, chaired by a dedicated senior academic leader reporting directly to the PVC Student Experience. The institution is also in the process of re-aligning its professional services resources to create a strategic Widening Participation team reporting directly to the Academic Registrar and charged with coordinating the University's WP activities across the full breadth of the enquirer, applicant and student lifecycle. Through this refreshed approach, the University will ensure delivery of a holistic approach, which embraces continuous improvement of performance in supporting underrepresented groups, in particular the priority target groups detailed in paragraph 2.22.

#### Strategic Goals

3.2 The strategic goals set out below have been established to sit above the core quantitative target measures, to ensure long-term direction and coordination is in place. There are twelve goals across the areas of access, success and progression.

##### Access

3.3 The strategic goals for Access are as follows:

- To continuously improve our performance against the HESA Widening Participation Access targets above our baseline each year, to be above benchmark in five years, specifically for Low Participation Neighbourhood and mature students.

- To narrow the gap year-on-year in our offer rate for Low Participation Neighbourhood and BME students.
- To strategically review and continuously refresh scholarship/bursary provision to ensure it continues to support the students from underrepresented groups who need it the most, especially in the case of students who fall into multiple underrepresented groups, such as mature students from low household incomes.
- To continuously review and realign the University's schools engagement strategy in accordance with socio-economic and demographic changes to ensure partnership schools provision is targeted at schools with high numbers of students from underrepresented groups, specifically Low Participation Neighbourhood and mature students.

### *Success*

3.4 The University's five-year goals for student success are:

- To continuously improve our performance against the HESA non-continuation targets above our baseline each year, to be above benchmark in five years for disabled, mature and Low Participation Neighbourhood students (in particular white and Asian LPN students).
- To gain a positive TEF flag for non-continuation in the core metric for full-time students and no negative flags in the split metrics, and maintain positive TEF flags for part-time students.
- To achieve a rank position in our benchmark group which is top three across all underrepresented groups for attainment rates, focusing in particular on black, mature and disabled students.
- To remove any disparity in the rate of engagement with core aspects of the learning environment (i.e. lectures, assignment submissions, library use) between underrepresented groups and the general student population, across all under-represented groups.

### *Progression*

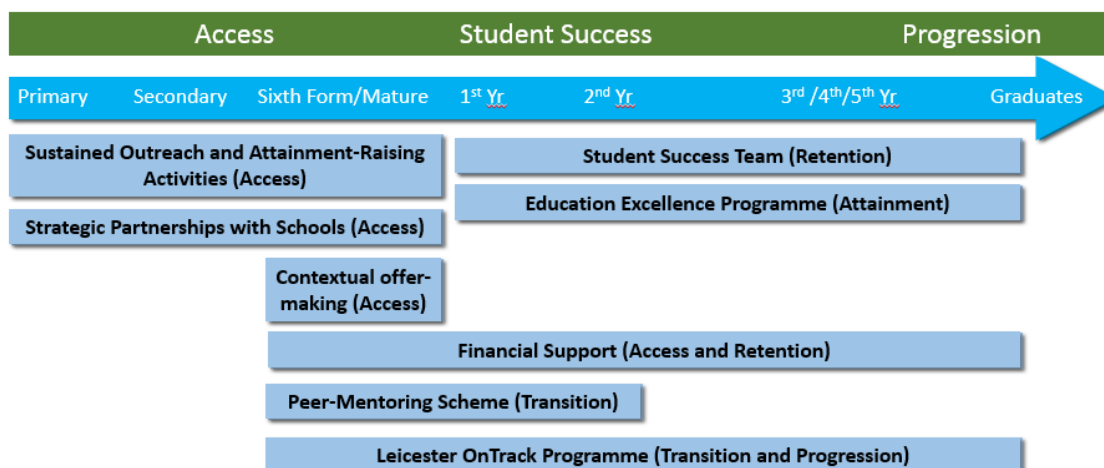
3.5 The University's strategic goals for student progress are as follows:

- To ensure that 95% of our graduates are in employment or further study and, more specifically, 80% of our graduates are in highly skilled employment or graduate level further study, across all student groups, but with a focus on BAME students (particularly male BAME students from lower socio-economic groups) and disabled students.
- To return no negative TEF flags with regard to the graduate outcomes of students, and achieve positive flags for the split metrics relating to mature, ethnic minority and disabled students and students from low participation neighbourhoods.
- To ensure that a minimum of 66% of our students complete the Leicester Award by the end of their first year, and that 66% of our finalist students have completed a piece of significant experience by the time they graduate, in particular with the proportion of BAME, disabled, LPN and mature students meeting or exceeding these goals.
- To strive to ensure that five years after graduation there is no gap in earnings between young and mature students and LPN students earn as much as their University of Leicester peers.

## 4. Measures & Activities

### Overview

4.1 The activity diagram below summarises the key strategic initiatives the University undertakes to deliver its strategic goals and quantitative core target measures.



4.2 The holistic approach taken at Leicester means that activities are not designed just to support students at one stage of the student lifecycle but throughout their journey. For instance an activity designed to support the access of mature students by introducing them to the University is also intended to help foster a sense of belonging in the students and thereby help to improve student success (both continuation and attainment) and to improve progression by encouraging the students to think about their employability and journey into employment.

### Access

4.3 The University has always provided, and continues to provide, a baseline programme of school and college outreach. In a typical academic year (numbers from 2016-17), this totals 3464 learners visiting the University campus for events, 185 learners attending summer schools, 280 visits to schools/colleges with high proportions of underrepresented groups, engaging with over 15,000 learners.

4.4 The University is the lead institution for the local NCOP consortium, the aims of which are to support the government's goals to double the proportion of young people from disadvantaged backgrounds in HE by 2020, increase by 20 percent the number of students in HE from ethnic minority groups and address the under-representation of young men from disadvantaged backgrounds in HE. To date the programme has engaged with 4,031 learners (of which 979 were confirmed as targeted NCOP students through data capture) in a variety of events ranging from mentoring, CEIAG, academic taster sessions, campus visits and summer schools.

4.5 In addition to the above, the University is committed to delivering the following initiatives.

#### *Sustained outreach and attainment-raising activities*

4.6 The University will continue to deliver its programme of outreach activities, extending the focus beyond aspiration-raising to increase the impact of these activities. These activities will focus on

raising attainment to close the attainment gap between students from underrepresented groups and all students. They will form part of a sustained programme for the learners involved, including academic as well as generic revision lessons. From 2019/20, the Leicester Attainment Academy will provide A-Level study support for particular target underrepresented groups of potential students delivered by academics on topics included in the A-level curriculum. The Academy will aim to increase attainment of attendees by the equivalent of one A-level grade by providing expert support unavailable at the learners' schools and the opportunity to engage with student role models from similar backgrounds. In the first year of operation the programme will target 10 schools with 30 students per school and 10 sessions each.

- 4.7 Sustainability of the activities will be ensured through using the data provided by the East Midlands Widening Participation Research and Evaluation Partnership (EMWPREP) (see paragraph 6.4 below) to correctly target work with schools to ensure the University is working with the same students at primary, secondary and college level as EMWPREP evidence shows multiple interactions with the same students have a larger impact on progression into HE than single interventions. The institution is also increasing its subject-specific provision to cover all subjects offered at the University, linking this support to the national curriculum and those of the relevant examination boards.
- 4.8 The University's Centre for Diversity, Inclusion & Community Engagement (DICE) undertakes research and development into the themes of multiculturalism, ethnicity, migration, belonging and social order, and runs a highly successful programme of outreach engagement in the city of Leicester, attracting audiences of up to 300 to each event, including school children and their parents from underrepresented groups. The DICE programme will increasingly offer opportunities for the University to cement its position and increase engagement in its local setting of Leicester through an expansion of targeted outreach events, providing access to role models from underrepresented groups (in particular BAME) and creating a culture of belonging.

#### *Strategic partnerships with schools*

- 4.9 The University has reviewed its schools partnership provision to ensure that partner schools and colleges reflect the institution's commitment to widening participation. The partnership network of 25 schools will be expanded by adding an additional 31 schools, taking into consideration the number of students at those schools from underrepresented groups, specifically Low Participation Neighbourhood students. The geographical location of these partnership schools is also being expanded from the original two school partnership networks: 'Local to Leicester' and 'London to Leicester', both of which have been successful in delivering significantly increased student registrations per year over the last three years (295 in 2016/17, 365 in 2016/17 and 410 in 2017/18) by reducing the aspiration gap of learners from underrepresented groups through intensive and sustained engagement. Expansion will be into the West Midlands and the East of England. Scholarship provision for partner schools will now be restricted to students who come from an underrepresented group.
- 4.10 The University recognises the value of its contribution to school governance. The Leicester Academic career map includes schools governance, and participation on the boards of Multi-Academy Trusts as a way for staff to demonstrate excellence in public engagement for their career progression. All staff who act as School Governors or Board members for Multi-Academy Trusts' are required to declare this as part of the university's Declaration of Interest process.

## *Offer-making*

4.11 To increase the offer rate for LPN and BAME students, the University is committed to ensuring our admissions process takes into consideration the disadvantage that certain underrepresented groups face in terms of attainment and aspiration. To this end the University will be introducing a new contextual admissions policy for 2019 entry onwards.

4.12 This new policy is targeted at underrepresented groups and aims to understand fully the academic potential of applicants from certain groups that academic qualifications alone may not be able to demonstrate. The policy builds on the successful special entry pathways already in existence at the University such as our Medicine with a Foundation Year course which welcomed its first cohort in 2018 with 15 students. The entry requirements for this course are lower than those required for direct entry and students must also satisfy several widening participation criteria.

4.13 The new contextual data policy will automatically reduce entry requirements for applicants who meet certain widening participation criteria:

- Participants of our recognised progression programmes at the University
- Care leavers
- Mature students
- Applicants from Low Participation Neighbourhoods who attended for GCSEs a non-selective state school where the performance was below the national average.

## *Transition*

4.14 The University's peer mentoring scheme connects incoming students with existing first years, of whom 426 volunteer as mentors. The scheme operates on an opt-out basis, and only 322 students opted out in 2017/18, meaning over 90% of new students take advantage of the programme. It is intended to extend the work of this scheme to focus in particular upon mature students.

4.15 From 2019/20 the University will run a 'Bridge Event' which will be an on-campus experience to enable the institution to work closely with students from underrepresented groups ahead of their arrival at the University to provide a scaffolded and supportive transition into their undergraduate experience. Along with heavy involvement of the student voice, the Event will use previous years' academic continuation and attainment data, and Leicester Award completion data to ascertain key areas for development to inform the skills content design of the Bridge Event. To inform the planning and design of our new 'Bridge Event' transition intervention, recruitment data will be used to identify and target local and national schools and colleges to conduct focus groups with underrepresented student groups to understand their needs, aspirations and concerns in attending university, particularly high-attainers who may be more likely to underachieve or be underemployed in the long term. The aim is to reduce the withdrawal rate of students from targeted underrepresented groups during the first term of study.

## **Success**

4.16 The measures below are focussed on improving the University's performance in relation to non-continuation and attainment, and also contribute to student progression as well.

### *Pre-arrival and early induction provision*

4.17 The University has invested substantially in pre-arrival and early induction provision<sup>19</sup> to engage students from underrepresented groups in a more co-ordinated way:

- Open Day/Visit Days. Presence of Student Support Services and Careers Development Service at information stalls, and at Open Days giving bespoke presentations for support available for underrepresented groups such as mature and disabled students.
- Welcome to Leicester. A cross-institutional project to improve student registration and integration into University life<sup>20</sup>. This work has not only improved the online registration process for students, but also introduced a new departmental induction framework helped to co-ordinate and simplify the communication students receive. This 'Welcome' includes a specific tailored induction for mature students to support induction.
- New online resources. A 'Prepare to Study' resource is available to help support the transition new students make into University learning.
- Embedded learning activities. Activities to support students' transition to their course vary across departments and are based on feedback from previous students. For instance the Geography department has a specific module to help students develop their academic skills (e.g. how to read effectively, writing for your degree, referencing and presenting).
- Mathematics support. Several of the University's programmes with high proportions of students from underrepresented groups have identified the need for support that helps students develop their mathematical skills in order to support student attainment and retention. In addition to the Maths Help Centre, departments that have identified this challenge offer additional support. For example students in the School of Business can book a Triage Session with a tutor who will look at their problem with them. If appropriate the tutor will run one-to-one sessions with the student to work on the area of maths they need help with.

### *Education Excellence Programme*

4.18 The Education Excellence Programme is a new strategic initiative in the University and is a significant mechanism through which the institution's Learning Strategy will be delivered. The vision of this programme is to ensure that all University of Leicester students, wherever they are, wherever they come from and however they study, will enjoy the best education and experience imaginable. This programme's remit covers a range of different areas which fit into both the 'Student Success' and 'Progression' stages of the student lifecycle: assessment and feedback; inclusivity in the curriculum; learning communities, student voice, retention and progression; and skills and employability. The programme is data-led, including the use of learning analytics tools which have now started to be released to University staff following the institution's investment in a data warehouse infrastructure.

4.19 The inclusivity strand is particularly targeted at the continuation and attainment of students from underrepresented groups within the University's community: BAME, Mature, Disabled and Commuter Students. It aims to create a more inclusive curriculum for these students and to provide tailored support for them to achieve their aspirations, in part by reducing the attainment gap.

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<sup>19</sup> The University's work on pre-arrival and early induction was highlighted in "What Works? Student Retention & Success - Final Report" (HEA, 2017).

<sup>20</sup> The project is part of our Student Lifecycle Change Programme, a major strategic initiative to improve the services underpinning the quality of the student experience.

4.20 The 'Retention and Progression' theme focuses on the development and implementation of a student retention strategy to maximise the success of all students. The work of these themes aims to develop specific initiatives to reduce non-continuation rates for BAME, mature, disabled and commuter students. Initiatives here include:

- Increasing support to mature students to ensure that they are able to complete their studies; it is encouraging to note that the University's current rate of 17.4% of resumption of studies for mature students is well above the sector average of 11.3%.
- Developing a range of activities to support the retention of BAME students, including a specific BME peer mentoring scheme, attendance monitoring to assist with the identification of potential 'at risk' students, engagement with the National Mentoring Consortium (this year 62% of all students engaged with the mentoring consortium are BAME and 15 are taking part in a specific BAME mentoring initiative) to provide career development for BME students and the recruitment of staff specifically tasked with engaging and supporting BME and Mature commuter students.

4.21 Student Success Teams have been introduced to support the work of the Education Excellence Programme, and bring together into one integrated team of professional practitioners in data analysis/monitoring and evaluation, student wellbeing, and skills development. The teams are particularly focused upon support for underrepresented groups and will work in business partnership with academic departments to develop a more supportive institutional culture and more integrated approaches to students' personal and career development by facilitating the planning, implementation and evaluation of evidence-informed, collaborative interventions within each department. The interventions introduced by this team, underpinned by partnership agreements between academic departments and professional services, will focus on:

- Providing systematic and regular data analysis to academic programme teams for underrepresented groups, from which specific interventions can be planned and implemented for particular groups of students;
- Aiding the transition of new and returning students;
- Developing more proactive support for student wellbeing;
- Embedding the Leicester Award and Leicester Award Gold in the curriculum.

## **Progression**

4.22 The initiatives below are focussed on improving the University's performance in relation to progression of our underrepresented students through engagement with our employability award (the Leicester Award), through their experience in the world of work and through the Leicester OnTrack programme.

### *Leicester Award Programme*

4.23 The Leicester Award is aimed primarily at first year students (although it can be completed by any student at any point during their studies). The programme can be undertaken as an extra-curricular activity, although increasingly first year taught programmes are offering the Award as part of their curriculum. In 2017/18 91.3% of departments timetabled the Award, in 2018/19 it will be 100%. The programme supports all students' transition to higher education by developing their self-awareness and critical reflection skills, this in turn prepares them to consider how they will manage their career development at university. The summative assessment of the programme makes completion figures a meaningful measure of attainment.



4.24 Student satisfaction is measured (via 'net promotor' scores) to help the institution understand how better to present and deliver the programme. The University ensures the programme is accessible and inclusive and, in developing the programme, has consulted with colleagues in the Students' Union and the University's Equalities and Diversity Unit. Regular focus groups are also held, for example with underrepresented groups such as mature students.

4.25 Reporting on the success (completion of the Leicester Award and a significant experience) of underrepresented student groups is now a regular feature of the Student Life Directorate's monthly leadership meeting, and by 2020/21 all undergraduate programmes will have fully embedded the Leicester Award programme into a core first year module. Engagement statistics are also shared regularly with academic departments and central services, and work is in progress to improve the dissemination of this through the institution's new data warehouse and associated management information dashboards.

### *Significant Experience*

4.26 The University supports and encourages students to secure significant experience through extra-curricular activities and, increasingly, as part of their academic programmes. Significant experience is defined as any of the following:

- Year in industry;
- Study or work abroad;
- Internship;
- Work-related learning module;
- Vocational volunteering;
- Business start-up.

4.27 Institutional performance is strong when comparing the performance of underrepresented groups against a broader student population. As of December 1<sup>st</sup> 2017 when considering the campus based, first degree finalist population, 45% of students from underrepresented groups had completed a piece of significant experience compared to 38% of all campus-based, first degree finalists. Indeed, some underrepresented groups performed significantly better than the population average, including:

- Mature students (25 or over), 49%
- POLAR 3 Quintile 1, 46%

4.28 There are still areas of required improvements, for example BAME students where completion is 32%. Consequently in 2018/19 the University will focus support for these particular groups to secure significant experience during their time at Leicester. A 'critical friends' group of appropriate professionals and stakeholders will be formed to ensure the Leicester Award programme and the significant experience offer is the most accessible and inclusive of its kind within the UK HE sector. By 2020/21 all undergraduate course will offer their cohorts the opportunity to undertake a piece of significant experience as part of their programme.

### *Leicester OnTrack programme*

4.29 The Leicester OnTrack programme which focuses on students from underrepresented groups (usually between 15%-20% of the year's cohort) was trialled in 2016 for 303 students and provision was expanded to 622 students for 2017/18 entry. This programme supports students from underrepresented groups to access and engage with the Leicester Award to at least the same degree as the wider university population, in particular focusing on closing the gaps in

attainment within the Leicester Award and securing a significant experience. It aids under-represented groups to access leadership roles, part-time work, internships and on-campus student opportunities, as well as providing bursaries to help these students attend interviews, placements, study abroad opportunities and other personal and professional development opportunities. When relevant, the scheme also signposts students to other university services such as Welfare and the Education unit, ensuring that they are supported and fully informed at key points throughout their time at University, particularly during major transition periods.

4.30 2018/19 will see further enhancements to the Leicester OnTrack programme so that it can be more responsive to the changing needs of students from underrepresented groups. Additional data on attainment to identify students from underrepresented groups who are at risk of underemployment despite their previously identified potential cohort (either from A-level or university attainment depending on the stage of identification) will be used. The inclusion of the prior attainment data reflects the aims of the programme in working with high-achieving students from underrepresented groups, to support them to understand how to meet their full potential, to provide signposting to existing opportunities, and to provide bespoke activities to close gaps in opportunity engagement and skill development.<sup>21</sup>

4.31 Sector-wide research and research undertaken with our institution's current and prospective students from under-represented groups means the OnTrack programme will offer specific interventions (see 4.32 and 4.33 below for examples) that will be seamlessly woven into the support these groups receive to address identified barriers. The drive to address a lack of networks and cultural capital through this scheme responds to the disparity in employment and long term graduate earnings for groups of different characteristics and will support our ambitions to close the gaps:

4.32 Within the OnTrack programme, students with a declared disability are a particular focus with regard to progression into employment. The programme will be extended to engage brokers to partner with the University to source opportunities for these students specifically. Students will also have access to tailored and timely provision to support with specific topics frequently identified as barriers into employment, such as disclosure.

4.33 To begin to address the disparity in earnings for the mature and Low Participation Neighbourhood student groups, these students will be offered lifetime access to the Career Development Service, with free support from a suggested named Career Coach. In addition, access to professional mentors from the University's alumni population from similar backgrounds will also be available to this group.

## **Financial Support**

4.34 The University of Leicester's financial support package is based on extensive research into the impact of financial support on both the aspirations of prospective students and the living standards of current students. A 2018 review of the University's scholarships and bursaries portfolio has been undertaken in order to more accurately target the financial support given to the target groups identified in the 'Ambitions and Strategy' section. The University is committed to continuously reviewing financial support, including use of the OFFA Evaluation Toolkit, to ensure it is always targeted to the students from underrepresented groups who need it the most.

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<sup>21</sup> If a student is from an underrepresented group and is identified as low-achieving, they will be supported by the 'Student Success' teams until they are ready for referral to the Leicester OnTrack programme.

4.35 In 2019/20 the University will offer students who enter the University of Leicester the following:

Scholarship	Scholarship Benefit	Scholarship Eligibility Criteria (if there is no cap on numbers, all eligible students will received the scholarship)	Estimated Recipients no. of recipients (2019/20)
University of Leicester Scholarship	£1000 annual cash bursary	All Home students who enter the University of Leicester with residual household income below £25,000 as assessed by Student Finance England or equivalent.  Students who enter the University of Leicester having completed Realising Opportunities, the Leicester Enhanced Access Programme (LEAP) or the Pathways to Law Programme will automatically receive the University of Leicester Scholarship.	1000
Partnership Scholarship	£2000 annual cash bursary	Home/EU students nominated by partner schools who are from a target underrepresented group.	60
Centenary Scholarship	£1000 cash bursary in first year (100 available)	UG students who have made sacrifices or overcome adversity to achieve their goals. Priority consideration is given to students from underrepresented groups. 100 bursaries available and allocated based on application. Funded by philanthropic donations	Up to 100
Care-Leavers Bursary	£2000 annual cash bursary	All students who enter the University of Leicester having experience of living in public residential care.	15 across all cohorts

4.36 The University uses EMWPREP to support evaluation of its financial support to students. This was last undertaken in 2013 and is due again shortly. Additionally the institution annually reviews its scholarship provision through its University Portfolio Management Group, which considers external benchmarks. A thorough internal review was undertaken in 2016/17 which demonstrated, for example, the institution's scholarship package was having the desired impact, whereby POLAR quintiles 1, 2 and 3 represented 44.04% of applicants, increasing to 55.26% of registrants<sup>22</sup>.

4.36 The University also administers a Hardship Fund and in-kind financial support is provided in relation to specific student circumstances. The Hardship Fund Guidelines are reviewed annually, with a summary document providing eligibility, funding entitlement, assessment, and administration processes. This identifies underrepresented groups, full time, part time, undergraduate and postgraduate home and EU students.

Academic Year	No of Awards	No of Applicants	Average Award £	No of refusals	Applicants from underrepresented groups
2017-18	541	481	£469	27	457

<sup>22</sup> University of Leicester internal report, Review of Entry Scholarships for 2016/17, published 2017.

## 5 Investment

5.1 As a mid-tariff institution, in 2019/20 the University will spend 25.3% (£9.07m in real terms) of its higher tuition fee income into measures to support fair access and student success and progression. This is justified given the increases in the institution's OFFA-countable spending over recent years, although it should be noted that all financial commitments made in the associated Resource Plan are made on the assumption that the University's higher fee income is at projected levels. Greater detail of the University's expenditure is given in the Resource Plan.

	Investment (£)	Investment as a proportion of higher fee income (HFI) (%)
Access	£2,580,000	7.2
Success	£1,648,000	4.6
Progression	£967,000	2.7
Financial Support	£3,869,550	10.8
<b>Total</b>	<b>£9,064,550</b>	<b>25.3</b>

5.2 In the University's 2018-19 OFFA Access Agreement there was a strategic re-balancing of investment between access, success and progression activities and financial support to reflect the priorities that were identified at the time, i.e. more emphasis upon student success. These priorities are unchanged for the 2019-20 year.

### *Investment in access and participation beyond the Access and Participation Plan*

5.3 Over-and-above the specific expenditure committed in the Resource Plan, many of the institution's broader activities contribute to the participation of students from underrepresented groups. For example, the Education Excellence programme has generic work streams in relation to assessment and feedback practice which, whilst not specific to underrepresented groups, will favourably impact their experience as well as all other student groups.

5.4 As lead institution of the NCOP consortium Pathways the University of Leicester will invest any OfS grant allocation for access and participation for the consortium for the 2019-20 period, as it has done for the initial allocation of £2.8 million for January 2017 to December 2018, and the extension of £700,000 for the January 2019 to July 2019 period.

### *Philanthropic support*

5.5 The Philanthropy, Alumni and Community Engagement department facilitates increasing contributions made to widening participation. Over the past two years these funds have provided a total of £214,150 to support:

- 11 subject specific scholarships for students from underrepresented backgrounds;
- 3 separate bursary funds for students from targeted underrepresented groups such as estranged students;
- A bursary fund which supports students from underrepresented backgrounds to attend internships, work placements and interviews;
- A fund which supports students from underrepresented backgrounds to take part in a summer school abroad;

- Scholarships for students registered on the Medicine with a Foundation Year course, and those who then continue to study medicine or another related course.
- 5.6 It is planned for philanthropic income to continue to support access and participation at comparable levels into the future.

## 6. Monitoring and Evaluation

### Overall Approach

- 6.1 The University's approach to evaluation and monitoring is founded in its commitment to ensuring continuous improvement. The institution uses its monitoring and evaluation to ensure the appropriate development of programmes aimed at underrepresented groups and to ensure that they are continuously improved.
- 6.2 The University will regularly monitor its performance against the measures set out in this Access and Participation Plan at the University's Widening Participation and Admissions Committee and a well as through the Access and Participation Plan work stream which will coordinate the completion of the annual Access and Participation Plan and monitoring return.
- 6.3 The University has a good grasp of its target groups, whilst the institution's knowledge and understanding of its past investment grows by using learning analytics tools to provide more granular and accessible data. The new student success teams will be playing a key role in understanding, analysing and communicating data trends to the key areas of the University. One area of particular data focus for the University going forward will be inter-sectionality, for example there are an estimated 2,000 commuter students at the University, which is a significant population and which will include students from underrepresented groups.
- 6.4 Going forward, the University is committed to using the OFFA Evaluation Toolkit to evaluate the impact of the institution's investments into access and participation, including its financial support framework.

### Access

- 6.5 In order to monitor and track outreach work for LPN and mature students the University is part of a monitoring and evaluation partnership East Midlands Widening Participation Research and Evaluation Partnership (EMWPREP). Through this partnership the institution is able to monitor the number and demographics of outreach programme participants, track their participation in the programme of activities and track their progression into higher education in general and the University of Leicester in particular. This enables the University to ensure that engagement with these learners and the schools that they attend is sustained and that it has an impact on the learners' decision to progress into higher education. EMWPREP also supports the University to ensure the accurate targeting of activities at disadvantaged learners by providing information about local schools. This is complemented with the University's own evaluation of the activities delivered to measure participant satisfaction, and to better understand the barriers to Higher Education faced by these particular students and to evaluate the effectiveness of the activities.
- 6.6 By using EMWPREP the University is able to identify the schools and colleges with large numbers of mature and LPN students, and to track that engagement with them is sustained. This enables the institution to ensure that provision is continually improved, for instance the

most recent report from EMWPREP<sup>23</sup> identified that the HE progression rates of the learners who had taken part in more than one intervention increased from 54% (for one activity) to 68% (for three activities). This information has been used to ensure that outreach provision balances the need to engage with as many students from underrepresented groups as possible and the need to ensure that learners have the opportunity to take part in more than one activity to increase the likelihood of them progressing to Higher Education.

## Success

- 6.7 To monitor the non-continuation rates and the attainment gap of students from underrepresented groups, a new dedicated 'Student Success' team has been established within Student & Academic Services to identify and track groups within the student population who are at risk of non-continuation or at risk of under-achieving. This team will monitor these students' interactions with and reaction to the first year learning environment, academic and study support, Student Life services, student societies, etc. The team's monitoring and evaluation activities will be developed collaboratively with input from academic and professional services staff. Progress will be reviewed regularly throughout the academic year and reported through the University's Education Excellence governance structure. A survey instrument will also be deployed to index our students' sense of 'belongingness', academic engagement and self-confidence, similar to that which was developed through the HEA What Works programme.
- 6.8 A particular example of how monitoring and evaluation is used to continually improve provision is the approach taken to collaborative working with mature students. With this student group, monthly focus groups are used to review and adjust provision. Through this it was identified that receiving the merit-based scholarship as a form of University 'credit' was unsuitable as there were insufficient opportunities for mature students to use this credit on campus, and the resulting improvement was the change to a cash bursary, which the students had asked for.

## Progression

- 6.9 The University monitors the engagement of all students with its employability provision through the new 'Student Success' team in Student & Academic Services, as their remit also covers progression since engagement with employability is also positive engagement with the University in general. This team also specifically tracks the progression of students from underrepresented groups after leaving the University into work or employment. Employability engagement and the progression of targeted underrepresented groups is also monitored through the Leicester OnTrack programme.
- 6.10 The Leicester OnTrack programme consistently monitors the OnTrack cohort and provides timely, tailored and relevant nudge communications to ensure that Leicester Award completion for this group outperforms that of the general student population. Focus groups are regularly held to continually improve this employability provision for these students. For example after the successful pilot year in 2016, focus groups were held with the 2016 cohort of OnTrack students which established that the students would have benefited from earlier identification with the programme and access to a personal career coach. Based on this feedback the provision was expanded for 2017/18 to include earlier identification of OnTrack eligible students and their inclusion in a tailored and structured version of the wider student body's 'Welcome to Leicester' experience: they received information regarding the additional support

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<sup>23</sup> EMWPREP University of Leicester HESA Report, 2016-17.

to which they are entitled and were sent an invitation to their home address prompting them to attend a Welcome Appointment with personal career coach. These Welcome Appointments (79 appointments attended, an increase of 17% from the same week the previous year) explained and signposted the students to the Leicester Award as a vehicle for managing their transition to higher education. They also successfully offered an opportunity for students to meet staff from key student services, to raise key immediate and longer term concerns, to set goals to reflect what they wanted to achieve in their first year, and to receive information about personal, professional and academic development opportunities.

## **Complementary and Collaborative Working**

- 6.11 The University works in close collaboration with its Students' Union across all student-facing activities. The institution is very active in the East Midlands region, through its access work REACH, a collaborative outreach partnership with Loughborough University and De Montfort University, and the HEFCE funded National Collaborative Outreach Programme (NCOP) Pathways consortium, of which the University of Leicester is the Lead HEI. The University is a member of other relevant collaborative communities to improve the quality and range of our access work through sharing of best practice across the sector, such as the National Education Opportunities Network (NEON), the Higher Education Liaison Officers Association (HELOA) and other more specific communities such as the Network of Northern Medical Schools WP Forum.
- 6.12 The University is a founder member of Transform, which is an alliance of Frontline, Teach First, Police Now, Think Ahead & Unlocked to improve public service employment opportunities for graduates from underrepresented groups. The University holds a place on the board and has been shaping its strategic direction since its inception. This year the University has placed 15 undergraduate students originally from LPNs into volunteering opportunities in schools in LPNs, supporting our students skills development and inspiring the next generation. The project board is chaired by Dame Julia Cleverdon DCVO, CBE, who stated in the first year review of the project: *"We have started to build a relationship which will change the way Leicester students view public service, embedding volunteering into the local community, encouraging full time employment with some of the most prestigious graduate employers in the market, and delivering real social impact in Leicester and across the UK"*.
- 6.13 The University bid for and secured HEFCE funding for its 'Standing Together against Hate' campaign which involves student-led awareness-raising campaigns, developing an online training unit on hate crime for staff and students, and establishing a third party reporting centre within the Students' Union. This has resulted in, for example, the University taking the Stand Alone pledge to support students who are estranged from their families.

## **Equality and Diversity Strategy**

- 6.14 Equality, diversity and inclusion (EDI) is integral to the success of Leicester as a university of choice for students and as a progressive and innovative workplace for staff. The University's EDI strategy, 'A Culture of Equality' commits the University to ensuring that all aspects of its activities contribute to developing a community that is fully inclusive, recruiting and retaining students and staff from all sectors of society. Through this strategy, a University-wide culture of inclusion incorporates all aspects of its activity and business, and the University has committed to obtaining the Race Equality Charter which provides a comprehensive sector relative framework for advancing race equality. In the future further support will also be provided through the University's DICE initiative (see paragraph 4.8).

6.15 The Equality, Diversity and Inclusion Unit ensures that the University is compliant with all equality legislation, meets all good practice standards and fully considers and assesses the impact of the University's policies, procedures and practices on the protected equality groups. It supports and leads the University to ensure that due regard is paid to its statutory responsibilities, and in particular, to the Equality Act 2010 Public Sector Duty. As part of this, the University's approach to equality analysis is to use a comprehensive equality impact assessment process.

6.16 The EDI Unit raises awareness and understanding of EDI issues generically across the institution, and a holistic approach to widening access and participation is ensured through collaborative working with the institutional WP team and cross-membership on the Admissions and Widening Participation Committee and EDI Working Group.

## **Student Consultation**

6.17 The Students' Union (SU) are part of the Access and Participation Plan work stream and have been partners in the creation of this plan. The SU is a partner in the institution's work across the student lifecycle, and the SU leads its own initiatives, in consultation with the University, which complement the University's ambition and strategy. Examples of how the University works with its students in the widening participation area are given below:

- Yearly one hundred student volunteers are heavily involved in the University's outreach provision in schools, receiving relevant training and support from both the University and the Students' Union.
- The Students' Union contributes to Open Days, to ensure prospective students are fully aware of the range of support and opportunities offered; providing independent and impartial guidance on the student experience at Leicester.
- Student representatives are partners in the University's work to support student success as part of the Education Excellence programme. All of the Task and Finish groups in the programme are co-chaired by students and students are consulted throughout.
- Dedicated Union representation exists for students who are from mature, distance learner and BAME backgrounds, to ensure their voices are heard at the highest level of Union work, thus enabling the full-time student officers to reflect these views and needs accurately to University senior managers.
- Union work in student support focuses on a blend of proactive and reactive advice for students experiencing issues with their learning experience or with their housing in the local community. This independent and confidential service is a critical part of the wider package of support available to students at Leicester.
- The 240 student-led societies run by the Union provide members with a defining aspect of their social identity at University, offering belonging and community to students, with membership numbers at a record level in 2017/18. These social communities informally help students build and acquire social capital for their future.

6.18 The University has consulted with students from a range of backgrounds as part of the creation of this Access and Participation Plan. At focus groups students were given the opportunity to express their views about the content of the plan before University Council consideration. The students were highly supportive of student consultation and agreed with the University's assessment of current performance, its ambition and the measures proposed. They were particularly concerned about the challenges faced by mature students and agreed with the University's plans to better support this particular group. The students were concerned that



the Leicester Award and their work experience was not linked to their degree. This re-confirmed the University's commitment to embed the Leicester Award and Leicester Award Gold in the curriculum (paragraph 4.21). Another key area raised by the focus groups was student wellbeing provision which reflects the University's pledge to develop more proactive support for student wellbeing (paragraph 4.21).

6.19 Student representatives sit on the University Council, Senate and Academic Policy Committee, which are involved in considering and approving the University's Access Agreement historically, and the Access & Participation Plan in the future. The University operates, through the SU, a comprehensive student representation system at course, department, and college level to ensure student engagement and consultation.

## 7. Provision of information to students

7.1 The University provides clear information to students about its fees, scholarships and other student support on its website and through targeted communications. The University has in place market-leading Customer Relationship Management processes, and is able to send direct, targeted information to the many thousands of potential students who have already enquired about undergraduate study with us.

7.2 The University will provide detailed guidance for enquirers and applicants once this agreement is validated by OfS and the institution will also make clear each student's financial entitlement and support package (in so far as they can be known) in communications with applicants at the point an offer of a place is made.

7.3 The University will provide timely and accurate information to UCAS and the Student Loans Company (SLC) so they are able to populate their databases in good time to inform applications.

7.4 This plan will be published in a prominent place on the University's website after OfS approval.

\* 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.

As fees are capped at £9,250 for the duration of study for 2019-20 entrants, the University of Leicester cannot increase course fees along with inflation. If government legislation changes, the University of Leicester reserves the right to increase fees by inflation in line with RPI (or any other suitable, verifiable index in accordance with OfS guidelines).

Full-time course type:	Additional information:	Course fee:
First degree	Students who started in 2017/18 onwards	£9,250
Foundation degree		*
Foundation year / Year 0		£9,250
HNC / HND		*
CertHE / DipHE		*
Postgraduate ITT		£9,250
Accelerated degree		*
Sandwich year		£1,387
Erasmus and overseas study years		£1,250
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	University of Leicester 10007796 -	£4,625
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	State school	<b>HESA T1a</b> - State School (Young, full-time, first degree entrants)	We will recruit the expected numbers of state educated students as defined by the HESA WP Performance Indicators.	No	2013-14	88.7	90	90	90	90	N/A	
T16a_02	Access	Low participation neighbourhoods (LPN)	<b>HESA T1a</b> - Low participation neighbourhoods (POLAR3) (Young, full-time, first degree entrants)	We will recruit the expected numbers of young students from low participation neighbourhoods as defined by the HESA WP Performance Indicators.	No	2013-14	8.3	10	10	10	10	N/A	
T16a_03	Access	Mature	<b>HESA T2a</b> - (Mature, full-time, first degree entrants)	We look to increase the proportion of our students that are mature as measured by the HESA WP Performance Indicators	No	2013-14	8.7	10	10	10	10	N/A	
T16a_04	Access	Mature	<b>HESA T2a</b> - (Mature, full-time, first degree entrants)	We will recruit the expected numbers of mature students from low participation neighbourhoods as defined by the HESA WP Performance Indicators.	No	2013-14	9.2	11	11	11	11	N/A	
T16a_05	Student success	Other (please give details in Description column)	<b>HESA T3a</b> - No longer in HE after 1 year (Young, full-time, first degree entrants)	We will retain the expected numbers of young students as defined by the HESA WP Performance Indicators.	No	2012-13	4	3	3	3	3	N/A	Target is in relation to retention rates of young full time first degree entrants.
T16a_06	Student success	Mature	<b>HESA T3a</b> - No longer in HE after 1 year (Mature, full-time, first degree entrants)	We will work towards retaining the expected numbers of mature students as defined by the HESA WP Performance Indicators.	No	2012-13	10.4	10	10	10	10	N/A	As 2012-13 mature student non-continuation rate is significantly lower than previous years we feel that maintaining mature student non-continuation at 10% would be a significant achievement.
T16a_07	Student success	Low participation neighbourhoods (LPN)	<b>HESA T3b</b> - No longer in HE after 1 year & in low participation neighbourhoods (POLAR 3) (Young, full-time, first degree entrants)	We will retain the expected numbers of young students from low participation neighbourhoods as defined by the HESA WP Performance Indicators.	No	2012-13	2.5	2	2	2	2	N/A	
T16a_08	Student success	Mature	<b>HESA T3c</b> - No longer in HE after 1 year & no previous HE qualification (Mature, full-time, first degree entrants)	We will work towards retaining the expected numbers of mature students from low participation neighbourhoods as defined by the HESA WP Performance Indicators.	No	2012-13	11.9	11	11	11	11	N/A	
T16a_09	Student success	Mature	<b>HESA T2a</b> - (Mature, full-time, all undergraduate entrants)	We look to increase the proportion of our students that are mature as measured by the HESA WP Performance Indicators	No	2012-13	11.4	13	13	13	13	N/A	
T16a_10	Access	Disabled	<b>Other statistic</b> - Disabled (please give details in the next column)	Proportion of first degree students who self-declare a disability	No	2013-14	8.6 7.5 7.5	9	9	9	9	N/A	This milestone replaces the one we previously had on the proportion of students who received the DSA. We have had to remove this due to the continuing uncertainty about which students will be eligible for the DSA in 2015/16.
T16a_11	Student success	Other (please give details in Description column)	<b>Other statistic</b> - Other (please give details in the next column)	Postgraduate ITT: Completion / Non-continuation Retain high completion rates	No	2009-10 2010-11 2011-12 2012-13 2013-14	89 89 96 91	91-96	91-96	91-96	91-96	N/A	The figure for 2010/11 was particularly high. Retention in previous years has fluctuated between 91% and 93%. The target set will keep the University ahead of the sector average - and the aspiration would, of course, be to exceed the figure significantly. Target is in relation to ITT completion rates

**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	Multiple	Outreach / WP activity (collaborative - please give details in the next column)	Series of collaborative events/initiatives organised in conjunction with De Montfort, Leicester and Loughborough Universities as part of the Leicestershire REACH partnership.	Yes	2014-15	5	12	15	15	15	N/A	The University will continue its established work with De Montfort University and Loughborough University to widen participation in Leicester City and Leicestershire. The collaborative initiatives will have a focus on students from target groups / those with protected characteristics e.g. BME groups, white British males from disadvantaged areas, students with learning differences, care leavers and young carers. The baseline year is 2015-16 given that the plan to progressively increase these collaborative activities is a new one.
T16b_02	Access	Multiple	Outreach / WP activity (collaborative - please give details in the next column)	Realising Opportunities Targets for progression of RO participants to a research intensive university	Yes	N/A	35%	38%	39%	N/A	N/A	N/A	Shows the target for the percentage of RO participants entering a research intensive university
T16b_03	Access	Multiple	Outreach / WP activity (collaborative - please give details in the next column)	Realising Opportunities Targets for progression of RO participants to an RO Partner university	Yes	N/A	25%	25%	25%	N/A	N/A	N/A	Shows the target for the percentage of RO participants entering an RO Partner university
T16b_04	Access	Multiple	Outreach / WP activity (collaborative - please give details in the next column)	Realising Opportunities - number of participants the University of Leicester	Yes	Other (please give details in Description column)	56	55	55	55	55	N/A	Baseline is taken from the average number of participants from the past four years. We are committed to always recruited the maximum number of students permitted by the central Realising Opportunities Team.
T16b_05	Access	Multiple	Outreach / WP activity (summer schools)	Number of Summer School beneficiaries	No	2010-11	55	100	100	100	100	N/A	From 2012 to 2014 we have secured funds for additional places from private sponsorship. We are committed to delivering summer schools for at least 80 students for the next three years and aspire to continue this work beyond 2017. The latter is contingent on either the private sponsorship continuing or alternative funding being found. These Summer Schools are in addition to the Realising Opportunities and LEAP summer schools. In total we should welcome approximately 200 students onto campus for a residential summer school.
T16b_06	Access	Multiple	Outreach / WP activity (other - please give details in the next column)	Number of Primary School Campus Visits	No	Other (please give details in Description column)	10	10	10	10	10	N/A	Baseline taken from an average of previous three years of activities.
T16b_07	Access	Multiple	Outreach / WP activity (other - please give details in the next column)	Number of Primary School beneficiaries	No	Other (please give details in Description column)	360	400	400	400	400	N/A	Baseline taken from an average of previous three years of activities.
T16b_08	Access	Multiple	Outreach / WP activity (other - please give details in the next column)	Number of student beneficiaries at aspiration and attainment raising activities in/with 11-16 schools.	No	Other (please give details in Description column)	2000	4,500	5000	5000	5000	N/A	This target refers to participation on activities that have been organised by the central widening participation team as part of the Reach WP Partnership. A great deal of additional targetted and non-targetted activity takes place across the University. The baseline figure is based on the average of the number of participants over the past three years and represents a significant increase on our previous target of 1,000 student beneficiaries.

T16b_09	Access	Multiple	Outreach / WP activity (other - please give details in the next column)	Number of aspiration and attainment raising activities in/with 11-16 schools	No	Other (please give details in Description column)	36	90	95	100	100	N/A	Baseline taken from an average of previous three years of activities.
T16b_10	Access	Multiple	Outreach / WP activity (other - please give details in the next column)	Number of aspiration and attainment raising activities in/with 16-18 schools	No	Other (please give details in Description column)	20	40	40	40	40	N/A	No baseline as this is a new area of activity
T16b_11	Access	Multiple	Outreach / WP activity (other - please give details in the next column)	Number of student beneficiaries at aspiration and attainment raising activities in/with 16-18 schools	No	Other (please give details in Description column)	500	1000	1000	1000	1000	N/A	No base as this is a new area of activity
T16b_12	Access	mature	Outreach / WP activity (other - please give details in the next column)	Number of aspiration or attainment raising activities focused at Mature Students currently studying at the University of Leicester	No	Other (please give details in Description column)	3	3	3	3	3	N/A	No baseline as this is a new area of activity
T16b_13	Access	mature	Outreach / WP activity (other - please give details in the next column)	Number of Access to HE students engaged with by the University of Leicester	No	Other (please give details in Description column)	10	16	16	16	16	N/A	No base as this is a new area of activity
T16b_14	Access	Multiple	Outreach / WP activity (other - please give details in the next column)	Number of participants on the Leicester Enhanced Access Programme	No	2014-15	39	75	75	75	75	N/A	In the pilot year we recruited fewer students than we hoped. We are hopeful we can rectify that for 2015-16.
T16b_15	Access	Attainment raising	Outreach / WP activity (other - please give details in the next column)	Percentage of LEAP Participants progressing to the University of Leicester	No	2015-16	22.5%	26%	27%	28%	28%	N/A	Re have reevalated using baseline date from 2015-16
T16b_16	Access	Care-leavers	Outreach / WP activity (other - please give details in the next column)	Number of beneficiaries from activities that are targeted towards Looked After Children or those who support them.	Yes	2013-14	51	50	50	50	50	N/A	Activities delivered in partnership with De Montfort University and Loughborough University
T16b_17	Access	Multiple	Other (please give details in Description column)	N/A	No	Other (please give details in Description column)	N/A	N/A	N/A	N/A	N/A	N/A	N/A
T16b_18	Access	Multiple	Outreach / WP activity (other - please give details in the next column)	Number of students placed in local schools through Students in Classrooms	No	Other (please give details in Description column)	95	N/A	N/A	N/A	N/A	N/A	This programme has been discontinued
T16b_19	Access	Multiple	Outreach / WP activity (other - please give details in the next column)	Number of hours students spent in local schools through Students in Classrooms	No	Other (please give details in Description column)	3462	N/A	N/A	N/A	N/A	N/A	This programme has been discontinued
T16b_20	Access	Multiple	Outreach / WP activity (other - please give details in the next column)	Number of school activities delivered by student volunteers	Yes	2015-16	15	25	25	25	25	N/A	A new milestone to set a clear target for delivery of outreach activities by student volunteers
T16b_21	Access	Multiple	Outreach / WP activity (other - please give details in the next column)	Number of student volunteers trained to go into schools	Yes	2015-16	50	100	100	100	100	N/A	A new milestone to set a clear target for the number of student volunteers trained
T16b_22	Progression	Other (please give details in Description column)	Outreach / WP activity (other - please give details in the next column)	Number of Work PGT scholarships offered to the cohort of the OnTrack programme	No	Other (please give details in Description column)	5	10	12	15	15	N/A	A new milestone to set a clear target for our progression work through the OnTrack programme

**Optional commentary on milestones.**

This box is character-limited to 1000 characters; however, we are happy for you to upload additional 'supporting information' as a separate Word/pdf document.

The University has not provided targets and milestones for 2022-23 based on advice from the institution's OfS contact Beth Isaacs not to add targets for 2022-23 due to the proposed OfS review of Access and Participation Plans next year. When the University receives the new Access and Participation Plan guidance it will review its targets and milestones for 2022-23.

Row 122 (Target T16b\_17) was included in this document with no pre-populated information. This row was preventing the document from being validated. N/A has been added into the blank rows in order to validate the document.