# ACCESS AND PARTICIPATION PLAN

## 2020-21 TO 2024-25

# Access and Participation Plan: 2020-21 to 2024-25

## 1 Assessment of current performance

### 1.1 Context

Liverpool John Moores University (LJMU) is a pioneering modern civic university with an ongoing commitment to the transforming power of education, and to the themes of innovation, aspiration and inspiration that have been driven by a 200-year heritage in the city of Liverpool. LJMU is deeply committed to ensuring that the benefits of a university education are accessible to everyone with academic ability, irrespective of their social or economic background.

The regional context is central to LJMU's access and participation plan. 43% of the University's UK student population is recruited from the Liverpool City Region (LCR) Combined Authority (Liverpool, Knowsley, Sefton, St Helens, Halton and Wirral) within which the largest number of students are from Liverpool (42%). 77.3% of the LCR students are studying at undergraduate level[1]. A further 9% of students are recruited from Northern Ireland. Demographically the LCR 16-18 population is experiencing one of the most notable declines in England with a further 8% reduction forecast from 2016 to 2020[2]. Attainment at key stage 4, based on the average attainment 8 score per pupil metric, shows that just one of the local authorities within LCR (Wirral) is above the English state-funded average and it is the only authority above the lower North West regional average. In relation to the percentage of pupils achieving a 9-5 pass at GCSE in both English and Maths, Wirral is also the only local authority above both the English state-funded average and North West average[3]. In addition, the North West region continues to have the second highest percentage of schools below the floor standard in key stage 4 attainment in 2018 (20.9%).

In terms of deprivation over 30% of the lower super output areas in the Liverpool City Region are in the most deprived 10% nationally with Liverpool having the highest proportion of areas in this decile[4]. Both Liverpool and Knowsley have appeared in the ten most economically deprived Local Authorities since 1999. The national level of income and employment deprivation is highest in Knowsley, with around one quarter of people classed as income deprived while Liverpool is ranked fifth. In addition, four of the authorities in LCR have a higher percentage of secondary school pupils eligible for the Deprivation Pupil Premium when compared to both the English average of 28.1% and the North West average of 30.6%. In particular, 54.4% of secondary pupils in Knowsley, 43.9% in Liverpool and 40.5% in Halton were eligible for the Deprivation Pupil Premium in 2018-19[5]. The high deprivation levels are also reflected in the figures for primary pupils with 36.1% of Liverpool pupils eligible for the premium and 40% in Knowsley compared to a national average of 23.9%[6]. Universities and Colleges Admissions Service (UCAS) data and analysis utilising POLAR4 (an area based measure that classifies how likely young people are to participate in higher education) shows that in 2018 UK domiciled 18 year-old pupils from quintile 5 (the most advantaged areas) were 2.36 times more likely to enter higher education than those from quintile 1 (the most disadvantaged areas).

### 1.2 Data sources and analysis

LJMU is privileged to work in partnership with a diverse student population and has a longstanding and successful record of accomplishment in widening participation. The University is committed to securing strong outcomes for all students and this remains a key priority within the University's strategic plan (2017-2022).

The University's assessment of current performance across all stages of the student lifecycle has considered a variety of data sources. This includes the access and participation dataset provided by the Office for Students (OfS) which includes data for five years, UCAS statistics, student and graduate destinations figures published by HESA and data from the Department for Education. These resources have been supplemented by LJMU's internal data including the Teaching Excellence and Student Outcomes Framework (TEF) metrics data.

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[1] HESA 2017-18

[2] ONS sub-national population projections

[3] www.gov.uk  Attainment at key stage 4 , 2017-18

[4] Local Government Indices of Deprivation 2015

[5] www.gov.uk, Secondary Pupil Premium allocations 2018-19

[6] www.gov.uk,  Primary Pupil Premium allocations 2018-19

The relationship between student characteristics and performance has been analysed at the institutional level. In terms of student success, the continuation rate for all first degree full-time undergraduate students in 2016-17 was 88.2% (87.8% for all full-time undergraduate students and 89.7% for all part-time undergraduate students) and the figures have remained consistent across the last five years. In 2017-18 the attainment level for first degree full-time students, measured by the proportion of students achieving a first or upper second class degree, was 75.8%, a percentage that has fluctuated marginally across the period. In relation to progression, the most recent figures for 2016-17 show a 13.2% improvement against 2013-14 with 70.1% of all first degree qualifiers progressing to employment or higher levels of study. This figure rises to 90% for part-time first degree qualifiers.

The assessment of performance has focused on the OfS identified underrepresented groups that have been disaggregated where appropriate. Additionally, the University has explored the intersections of characteristics to more accurately identify gaps and to target interventions for improvement. This includes intersections relating to low participation areas, gender, ethnicity, age, disability and domicile. For continuity internally identified cohorts, such as Northern Ireland domiciled students have been examined using the population data definitions of the OfS access and participation dataset.

### 1.3 Higher education participation (POLAR4) and socioeconomic status

### 1.3.1 Access

The University has consistently recruited a high proportion of students from low higher education participation backgrounds as measured by POLAR4. Figure one below shows the percentage of entrants for each quintile for five years for all undergraduate 18 year-old full-time students. The percentage of 18 year-old new entrants from the least represented group Quintile 1 (Q1) has ranged from 16.7% to 18.8% in this period with the most recent year (2017-18) being 17.8% and representing a slight decrease of 1% on the previous year. This position compares favourably with the English Higher Education Institution (HEI) sector average where the proportion of 18 year-old Q1 entrants is 11.5%. The proportion of LJMU Q1 entrants increases to 18.6% in 2017-18, when looking at all age groups. Data generated internally show that 16.1% of the white male aged 18 population on all full-time undergraduate programmes were from POLAR 4 Q1. Although this percentage is lower than the LJMU average of 17.8% it is still above the English HEI sector average.



| Year | 1314 | 1415 | 1516 | 1617 | 1718 |
|------|------|------|------|------|------|
| Q5 | 23.3 | 20.6 | 21.8 | 22.5 | 23.5 |
| Q4 | 22.3 | 20.5 | 22.2 | 19.9 | 21.4 |
| Q3 | 19.3 | 20.5 | 17.7 | 19.7 | 19.7 |
| Q2 | 18.4 | 19.8 | 19.5 | 19 | 17.6 |
| Q1 | 16.7 | 18.6 | 18.8 | 18.8 | 17.8 |

**Figure 1:** *All undergraduate 18 year-old full-time entrants split by POLAR4 quintiles*

The OfS dataset identifies no significant access gaps for LJMU in relation to POLAR4 Q1 or Q2. The University will therefore continue to focus on maintaining its strong position in this area and support this national key performance measure.

UCAS end of cycle data for 2018 shows that LJMU had 7% more June deadline applications for 18 year-olds from Q5 than Q1 (24% and 17% respectively). However, there was a smaller 2.7% difference between the offer rates for Q1

and Q5, demonstrating that when an application is made the participation background does not necessarily affect the probability of being made an offer.  The data also shows that there was little impact in the likelihood of being placed[7].

The University currently pays eligible students with household incomes of £25,000 or less a bursary.  Initial data for new undergraduate entrants in 2018 shows that 35% of new entrants received a bursary[8].  As many students choose not to share or declare household income, household income can only be used as an indicator of disadvantage in the context of other measures.

## 1.3.2    Success
### Continuation
An examination of the internally calculated continuation rates for white male entrants shows that notable gaps exist when intersected with POLAR4 Q1.  In 2015-16, there was a statistically significant gap of 5.7% between the continuation rates of white male and female first degree students (see Figure. 2).  The gap was not as pronounced when contrasting white male POLAR Q1 rates along ethnicity lines.  In addition, there were no gaps found for part-time white male POLAR4 Q1 students.  Note these continuation rates only show continuation for LJMU and do not include transfers to other HEIs.
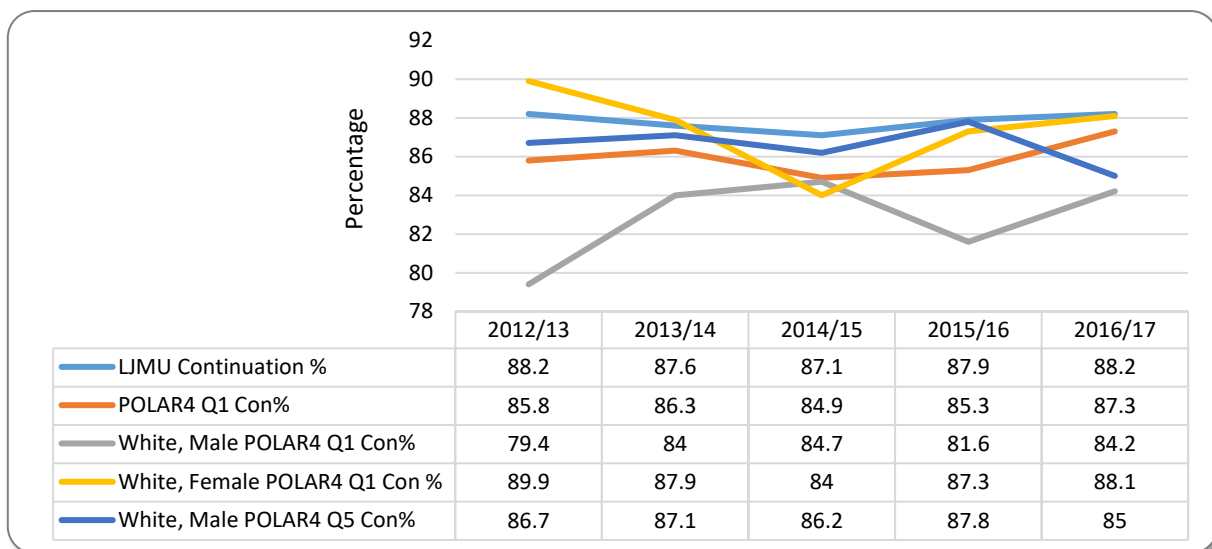


| | 2012/13 | 2013/14 | 2014/15 | 2015/16 | 2016/17 |
|---|---|---|---|---|---|
| LJMU Continuation % | 88.2 | 87.6 | 87.1 | 87.9 | 88.2 |
| POLAR4 Q1 Con% | 85.8 | 86.3 | 84.9 | 85.3 | 87.3 |
| White, Male POLAR4 Q1 Con% | 79.4 | 84 | 84.7 | 81.6 | 84.2 |
| White, Female POLAR4 Q1 Con % | 89.9 | 87.9 | 84 | 87.3 | 88.1 |
| White, Male POLAR4 Q5 Con% | 86.7 | 87.1 | 86.2 | 87.8 | 85 |

**Figure 2:** *Continuation rates of first degree, full-time white, students from POLAR4 Q1 and Q5 by gender*

### Attainment
Analysis of first degree attainment data for POLAR4 quintiles shows that LJMU has a persistent gap between students from the higher participation areas (Q3,4,5) and the low participation areas (Q1,2).  The gap ranges from 3.3% to 6.8% with the largest gap in the most recent year.  This gap is more pronounced when POLAR4 is intersected with gender (Figure 3).

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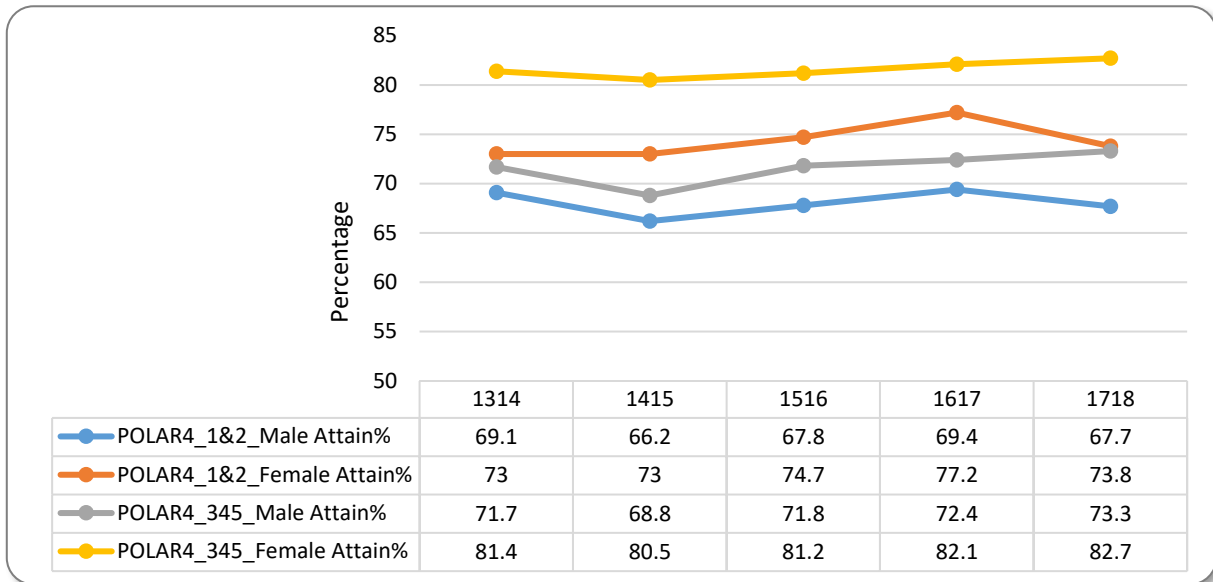[7] UCAS End of Cycle report 2018, Sex, area background and ethnic group
[8] LJMU internal data

**Figure 3:** *Attainment levels of POLAR4 students by gender*

| | 1314 | 1415 | 1516 | 1617 | 1718 |
|---|---|---|---|---|---|
| POLAR4_1&2_Male Attain% | 69.1 | 66.2 | 67.8 | 69.4 | 67.7 |
| POLAR4_1&2_Female Attain% | 73 | 73 | 74.7 | 77.2 | 73.8 |
| POLAR4_345_Male Attain% | 71.7 | 68.8 | 71.8 | 72.4 | 73.3 |
| POLAR4_345_Female Attain% | 81.4 | 80.5 | 81.2 | 82.1 | 82.7 |

As 9% of LJMU's students have a Northern Ireland domicile, additional analysis intersecting students with a domicile of Northern Ireland and POLAR4 has been undertaken. Data generated internally show attainment gaps between Northern Ireland domiciled students and the equivalent other UK LJMU population. Internal calculations identified there was a statistically significant difference in 2016-17 in attainment between the full-time, first degree Northern Ireland domiciled students and other UK domiciled students. This is also the case for those from POLAR4 Q1 compared to the equivalent other UK population.
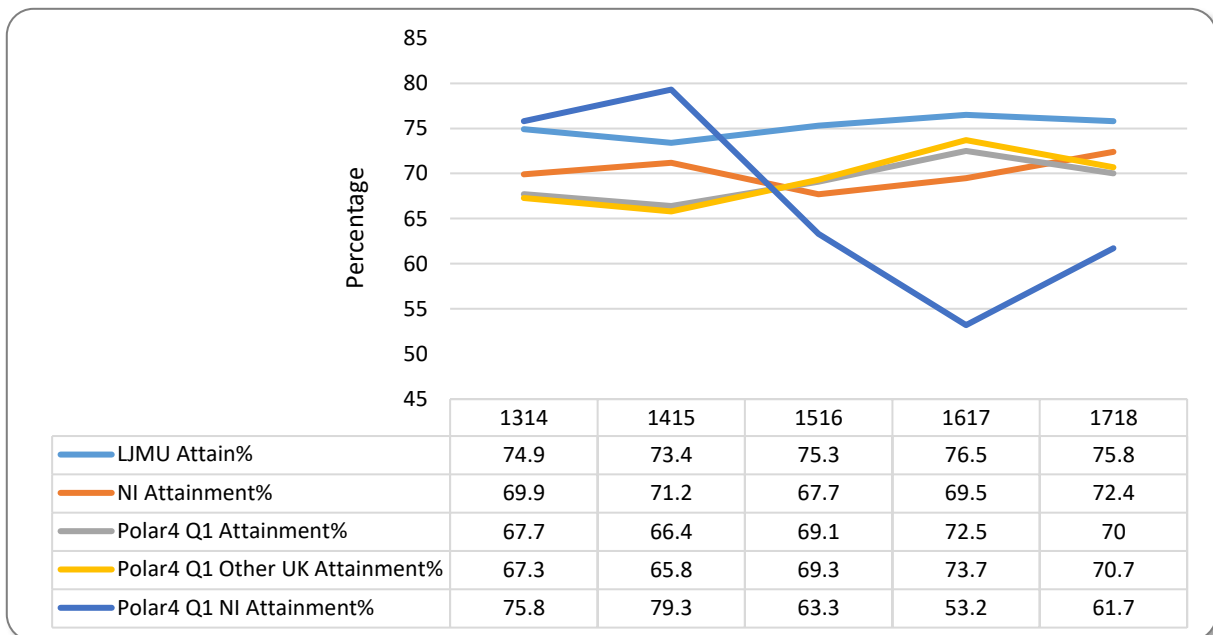


| | 1314 | 1415 | 1516 | 1617 | 1718 |
|---|---|---|---|---|---|
| LJMU Attain% | 74.9 | 73.4 | 75.3 | 76.5 | 75.8 |
| NI Attainment% | 69.9 | 71.2 | 67.7 | 69.5 | 72.4 |
| Polar4 Q1 Attainment% | 67.7 | 66.4 | 69.1 | 72.5 | 70 |
| Polar4 Q1 Other UK Attainment% | 67.3 | 65.8 | 69.3 | 73.7 | 70.7 |
| Polar4 Q1 NI Attainment% | 75.8 | 79.3 | 63.3 | 53.2 | 61.7 |

**Figure 4:** *Attainment of first degree, full-time, Northern Ireland domiciled students from POLAR4 Q1*

Further analysis identified that there is also a persistent attainment gap between students from IMD Q1,2 compared with IMD Q3,4,5. Whereas the gaps for POLAR4 are only significant when intersected by gender or ethnicity, there is a systemic gap for all students from IMD Q1,2 (including full-time and part-time students).
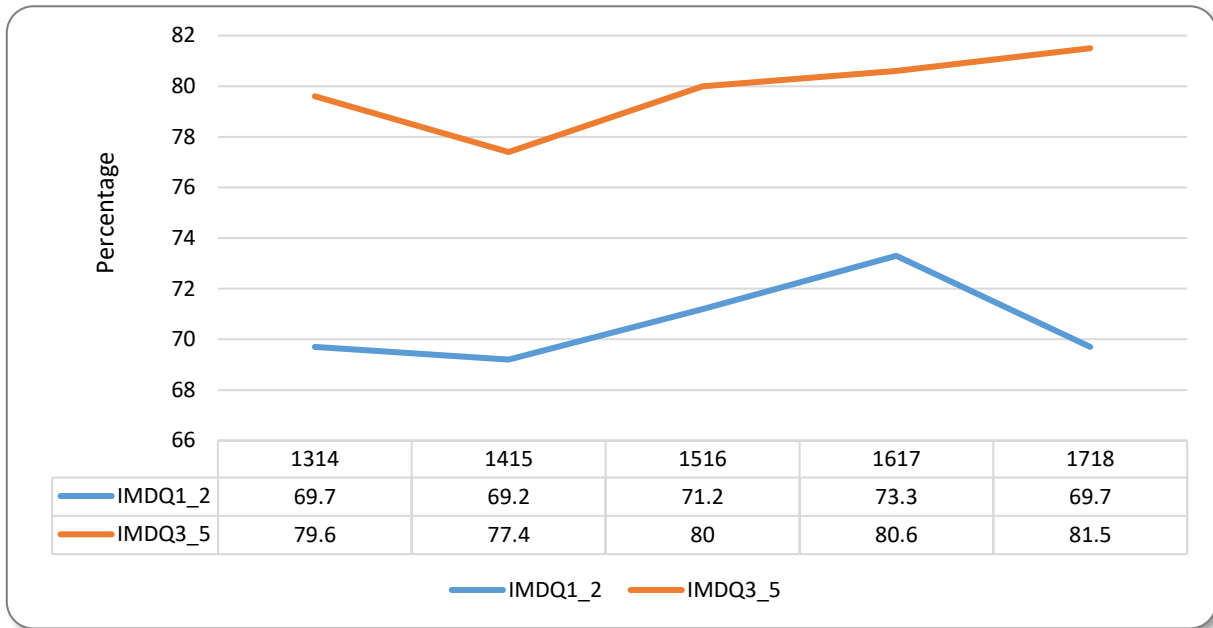
**Figure 5:** *Attainment levels of IMD Q1,2 compared with Q3,4,5*

### 1.3.3    Progression

The University has a gap for progression when POLAR4 is intersected with gender and age.  In 2016-17, there was a 3.1% gap between young white, female students from POLAR4 Q1, 2 and young white females from POLAR4 Q3,4,5. This position is consistent with the gap across the five years.  While there has been an overall improvement and a convergence in progression rates for all first degree young white, male qualifiers from Q3,4,5 and Q1,2 the gap has not closed for the equivalent female qualifiers.
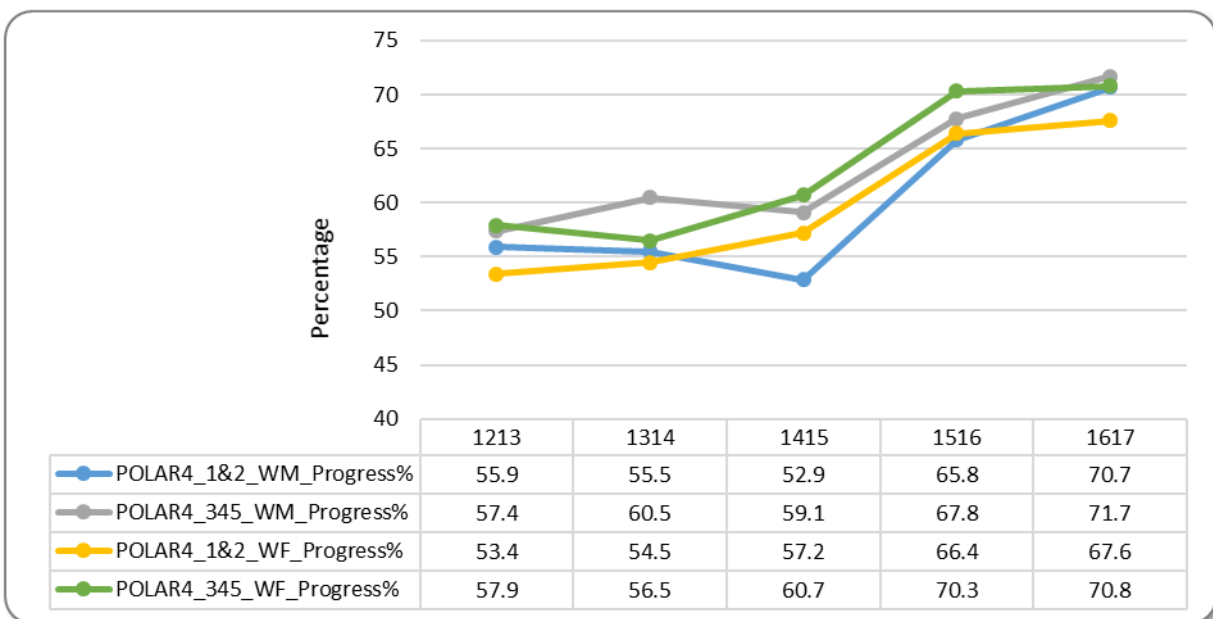


**Figure 6:** *Progression rates for young white, first degree students by POLAR4 and gender*

## 1.4 Black, Asian and minority ethnic students

### 1.4.1 Access

In assessing its performance in relation to black, Asian and minority ethnic students, the University has considered its access position in relation to individual minority ethnic groups rather than as a homogenous group. This shows that LJMU has recruited the following proportions of 18 year-old students over the past five years.
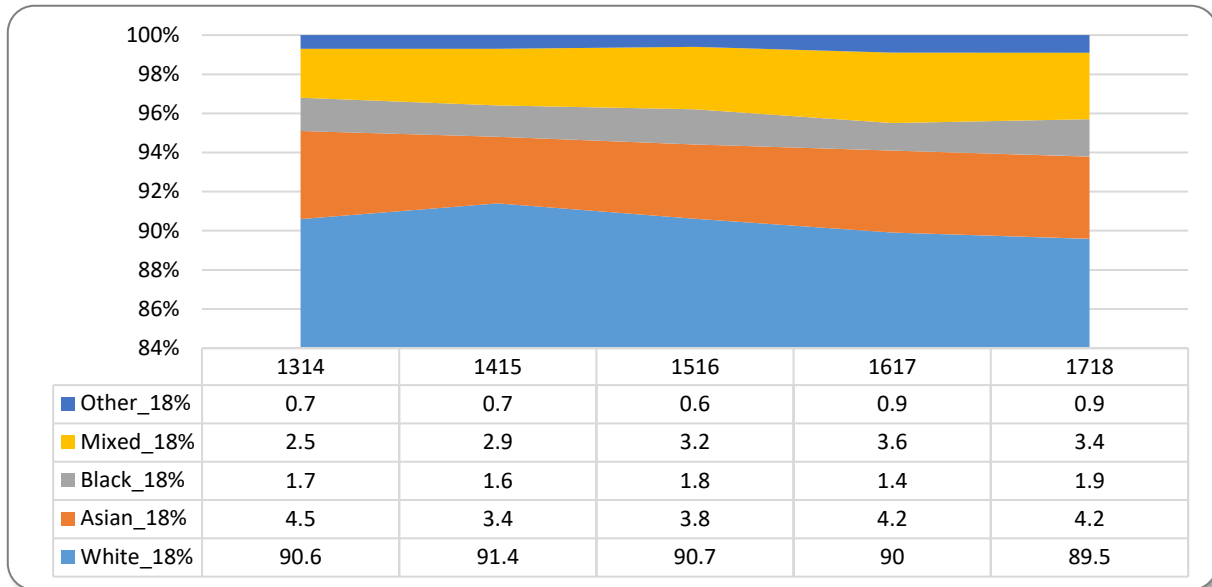
| | 1314 | 1415 | 1516 | 1617 | 1718 |
|---|---|---|---|---|---|
| Other_18% | 0.7 | 0.7 | 0.6 | 0.9 | 0.9 |
| Mixed_18% | 2.5 | 2.9 | 3.2 | 3.6 | 3.4 |
| Black_18% | 1.7 | 1.6 | 1.8 | 1.4 | 1.9 |
| Asian_18% | 4.5 | 3.4 | 3.8 | 4.2 | 4.2 |
| White_18% | 90.6 | 91.4 | 90.7 | 90 | 89.5 |

**Figure 7**: *Percentage of full-time undergraduate 18 year-olds by ethnicity*

Analysis of the OfS dataset has identified that LJMU has two significant ethnicity gaps. Across all five years there were significantly smaller proportions of Asian and black entrants in LJMU's entrant populations than in the UK population. In 2017-18, the University had 1.6% fewer black 18 year-old all undergraduate entrants when compared to the UK population and this was the smallest gap in the last five years. Additionally, the University had 4.0% fewer Asian 18 year-old undergraduate entrants in 2017-18 than in the UK population, with a gap generally above 4% over the five-year period.

LJMU's recruitment position is set in the context of the local demography. Provisional Government statistics for pupils sitting GCSEs at the end of key stage 4 in 2017-18 showed that LCR had proportionally less black entrants (1.3%) compared to both the North West (2.0%) and English (5.1%) averages. LCR also had proportionally less Asian entrants (2.0%) compared to the North West (9.9%) and English (10.5%) averages[9]. This cohort will be the 18 year-old population in 2020-21 and given that LJMU recruits 43% of its student population from the local region closing the gap will be a particular challenge.

### 1.4.2 Success
*Continuation*
Based on the OfS dataset, continuation rates disaggregated by ethnicity show that in the years 2014-15 to 2016-17 first degree full-time undergraduate black, Asian and other minority ethnic entrants have a better continuation rate than white students and are above the institutional average. In 2016-17, the continuation rate for black students was 92%, for Asian students 96%, and other minority ethnic students 95%, compared to white students where the percentage was 90.7%.

*Attainment*
In line with the OfS national key performance measure LJMU does however have a significant gap in attainment between black and white students and this is the Institution's widest attainment gap. Good honours attainment for

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[9] www.gov.uk, Local authority GCSE and equivalent results 2017-18

first degree undergraduate full-time black students also shows a widening of the gap to 31% during the period 2016-17 and 2017-18 (Figure 8).
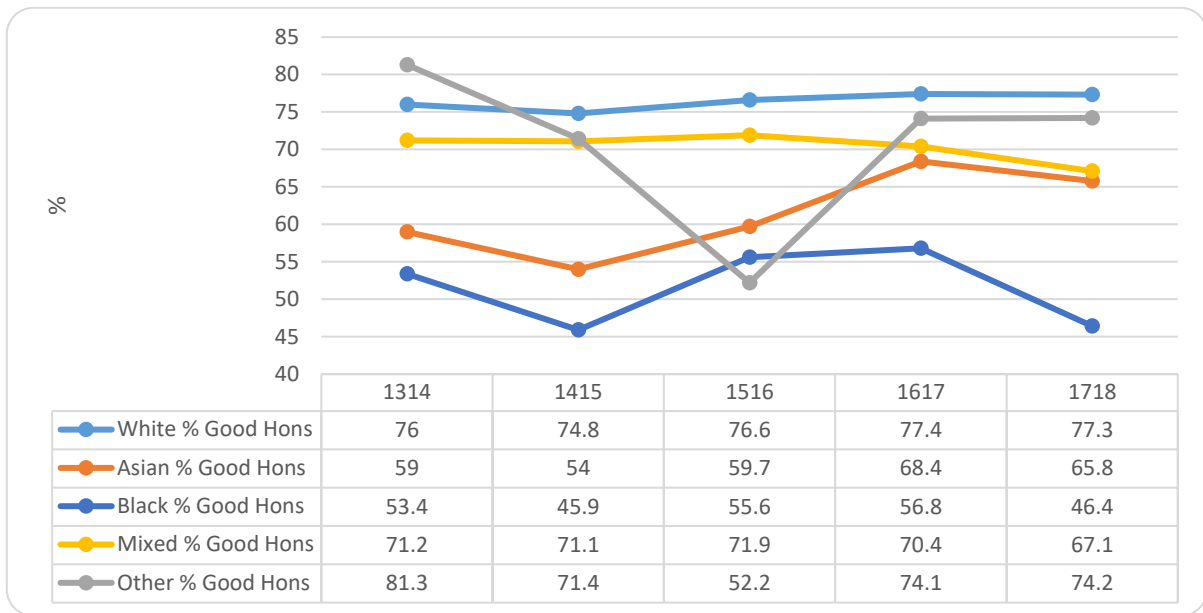
| | 1314 | 1415 | 1516 | 1617 | 1718 |
|---|---|---|---|---|---|
| White % Good Hons | 76 | 74.8 | 76.6 | 77.4 | 77.3 |
| Asian % Good Hons | 59 | 54 | 59.7 | 68.4 | 65.8 |
| Black % Good Hons | 53.4 | 45.9 | 55.6 | 56.8 | 46.4 |
| Mixed % Good Hons | 71.2 | 71.1 | 71.9 | 70.4 | 67.1 |
| Other % Good Hons | 81.3 | 71.4 | 52.2 | 74.1 | 74.2 |

**Figure 8:** *Attainment levels by ethnicity for first degree UG students*

While there are, also attainment gaps for Asian, mixed and other minority ethnic first degree students the gaps are only significant for black students.

### 1.4.3 Progression

The progression rate for young full-time first degree qualifiers when disaggregated by ethnicity shows a variable position across the different groups for the five years in the OfS dataset. Overall progression rates have shown an upward trajectory, however, there is a persistent gap between young white qualifiers and young black qualifiers. In 2016-17, this had narrowed to 5.7% but over the five year period it has been as wide as 21%.

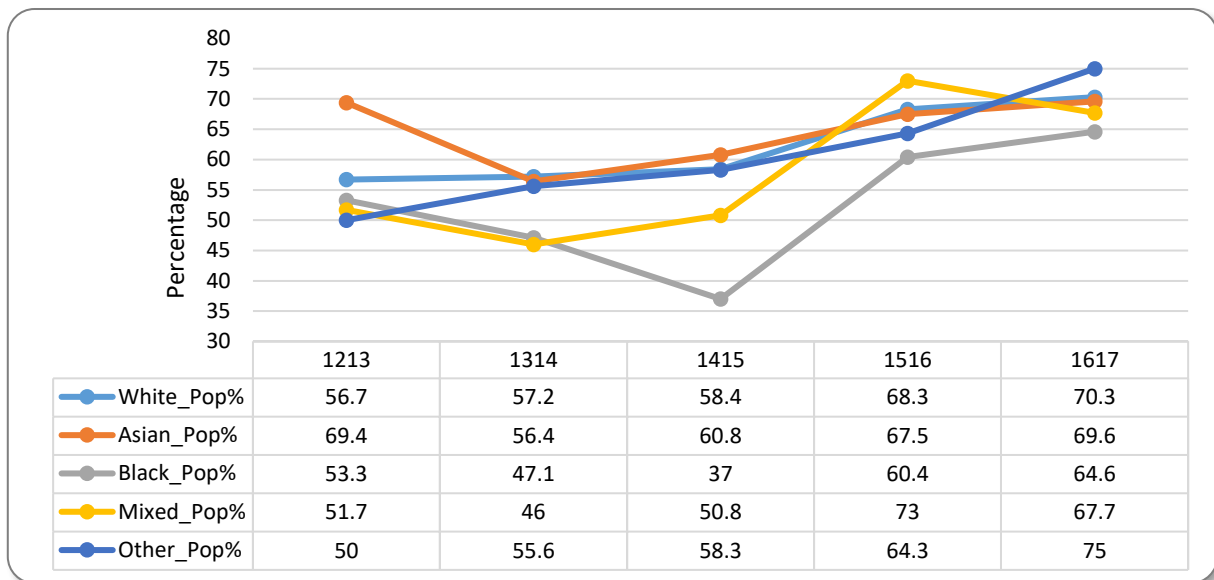| | 1213 | 1314 | 1415 | 1516 | 1617 |
|---|---|---|---|---|---|
| White_Pop% | 56.7 | 57.2 | 58.4 | 68.3 | 70.3 |
| Asian_Pop% | 69.4 | 56.4 | 60.8 | 67.5 | 69.6 |
| Black_Pop% | 53.3 | 47.1 | 37 | 60.4 | 64.6 |
| Mixed_Pop% | 51.7 | 46 | 50.8 | 73 | 67.7 |
| Other_Pop% | 50 | 55.6 | 58.3 | 64.3 | 75 |

**Figure 9:** *Progression for young first degree full-time students by ethnicity*

## 1.5    Mature students

### 1.5.1    Access

Based on the OfS dataset, mature students (aged 21 and over) represented 17.1% of full-time undergraduate entrants in 2017-18 representing a 0.2% increase from 2016-17.  HESA Performance Indicator data showed in 2017-18 the percentage of mature entrants with no previous higher education experience that were from a low participation higher education area was 20.5% and this compares favourably with both the UK average of 12.7% and the English average of 12.6%[10].  The majority of LJMU's mature entrants are between the age of 21 and 25.

### 1.5.2    Success

*Continuation*

The OfS dataset showed that in 2016-17 the continuation rate for full-time first degree mature undergraduates was 90.0% compared to 91.2% for young full-time first degree undergraduates.  The mature continuation rate has improved over the period from 2012-13 to 2016-17 rising by exactly 4% for first degree entrants.

*Attainment*

In 2017-18, the OfS dataset showed the percentage of mature full-time, first degree students achieving a first or upper second class degree was 72.0%, below the equivalent young LJMU attainment figure of 76.5%.  In the five year period from 2013-14 the figure has fluctuated up and down and the gap has ranged from 2 to 4 percentage points.  None of the gaps are statistically significant.

### 1.5.3    Progression

The progression of full-time mature qualifiers at LJMU has been significantly above young qualifiers over the five year period.  The OfS dataset showed in 2016-17, 84.0% of mature, full-time first degree qualifiers progressed to employment or higher levels of study compared to 70.1% for young qualifiers.  Since 2012-13, there has been an 18% increase in progression for mature qualifiers. The progression rates of part-time mature students are even higher, 92% compared with 65% for part-time young students.

## 1.6    Disabled students

### 1.6.1    Access

Based on the OfS dataset 11.1% of all LJMU full-time undergraduate entrants reported a disability attribute in 2017-18 compared to the 14.6% average in the HEI sector.  This is the highest percentage since 2013-14 and increased by 1.5% over the period.  Disaggregation of this data shows that the cognitive and learning category had the highest proportional representation across all years (39% in 2017-18).  However, the proportion of entrants in the mental health category increased the most over the five year period, from 12% in 2013-14 to 22% in 2017-18.



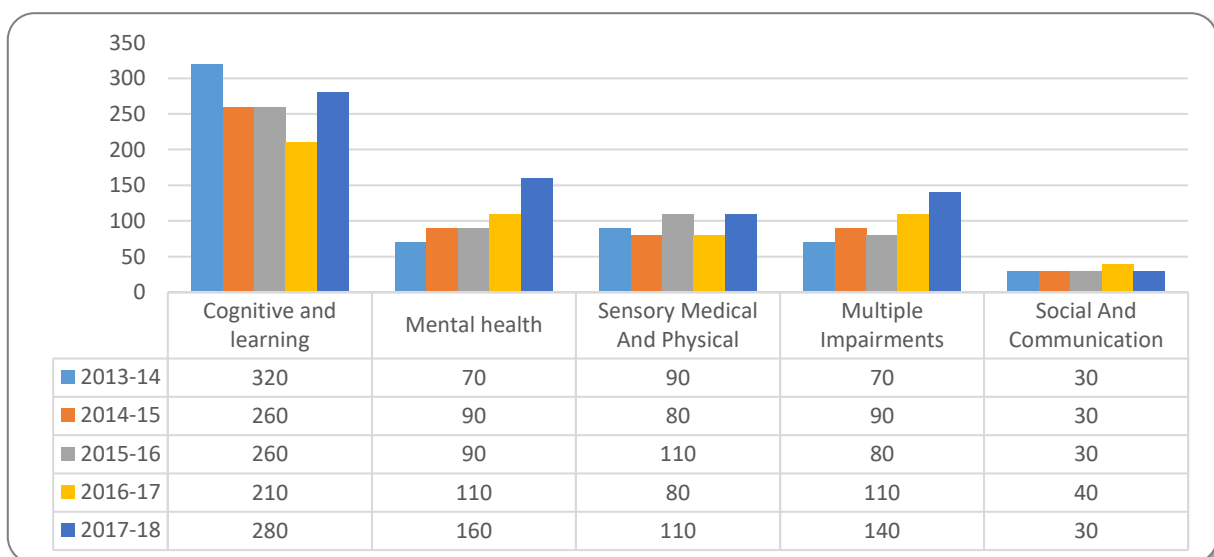| | Cognitive and learning | Mental health | Sensory Medical And Physical | Multiple Impairments | Social And Communication |
|---|---|---|---|---|---|
| 2013-14 | 320 | 70 | 90 | 70 | 30 |
| 2014-15 | 260 | 90 | 80 | 90 | 30 |
| 2015-16 | 260 | 90 | 110 | 80 | 30 |
| 2016-17 | 210 | 110 | 80 | 110 | 40 |
| 2017-18 | 280 | 160 | 110 | 140 | 30 |

**Figure 10:** *Number of disabled students by category*

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[10] HESA PIs, 2017-18

### 1.6.2    Success
*Continuation*
Overall continuation rates for full-time first degree entrants with a reported disability are consistently higher than students without this attribute and this is reflected across all five years in the dataset.  In 2016-17, the continuation rate for first degree entrants with a reported disability was 93.0% compared to 91.0% for entrants with no known disability.  When disaggregated by category the continuation rates do, however, show some variation.  For example, in 2016-17 entrants in the multiple impairments category had a 97% continuation rate, compared to 80% for those in the social and communication category albeit very small numbers in this category.

*Attainment*
The figures for full-time first degree undergraduates with a disabled attribute show that 78% achieved a good honours degree in 2017-18. This is 2.4% above those with no known disability.  This gap in 2017-18 is the converse of the gaps in the preceding years where students with a disabled attribute had a lower attainment rate than those not known to be disabled. None of these gaps was found to be statistically significant.  As with the continuation rate, the attainment figure varies when disaggregated by disability category ranging from 74% to 81%.

### 1.6.3    Progression
Progression rates for full-time first degree undergraduate qualifiers with a disabled attribute are generally below those with no known disability.  In 2016-17, there was a 5.1% gap between full-time first degree qualifiers with a disabled attribute and those with no known disability (68% and 73.1% respectively).  None of the gaps was found to be significant.  When intersected with age, further analysis of progression rates for qualifiers with a disabled attribute shows that the gap in 2016-17 increases to 6.2% when comparing young disabled students with young students with no known disability although this is not consistent across all years (Figure 11).  There is some variation when disaggregating the data by disability category with rates ranging from 65% to 72%.



| | 1213 | 1314 | 1415 | 1516 | 1617 |
|---|---|---|---|---|---|
| Disabled_Progress% | 56 | 55.4 | 58.2 | 70.2 | 64.4 |
| Non_Disabled_Progress% | 57 | 57 | 57.9 | 68 | 70.6 |
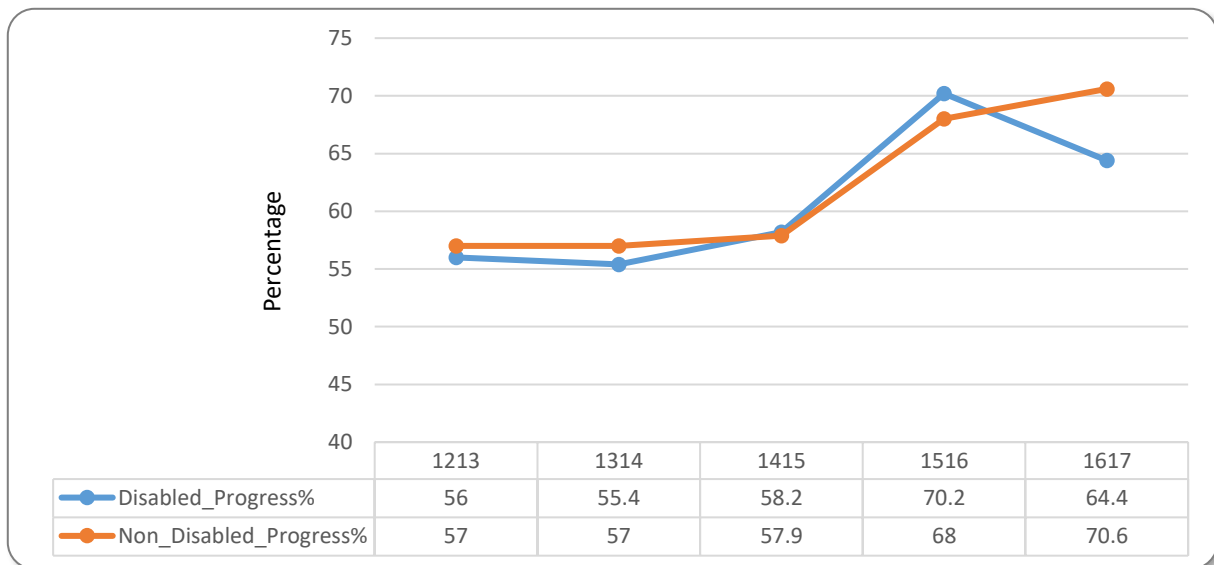
**Figure 11:** *Progression rates of young, full-time, first degree qualifiers by disability*

### 1.7    Care leavers

### 1.7.1    Access
The University is committed to increasing the number of students with care leaver status.  Over the period 2013-14 to 2017-18 LJMU recruited between 28 and 49 new entrants each year.  The numbers represent less than 1% of new undergraduate entrants.

### 1.7.2    Success
Data from 2015-16 to 2017-18 shows retention of care leavers is below the institutional average ranging from 77.8% to 81% in this period.  Attainment data also varies across the three years recorded from 63.6% in 2017-18 to 84.6% in 2016-17 although the numbers are small.

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**1.7.3    Progression**

The progression rate is only available for the last two years for care leavers.  From information collected through an internal survey the percentage of care leavers progressing to highly skilled employment or higher level study is significantly below the institutional average with a gap of up to 18%.

**1.8      Part-time**

**1.8.1 Success**

Part-time students make up only 6.5% of the UK domiciled, undergraduate student population, as such numbers are small. For this reason continuation rates of part-time students have fluctuated from 90.9% in 2014-15 to 75% in 2015-16. The most recent data available shows that continuation rates of part-time students in 2016-17 (88.8%) were consistent with the continuation rate for full-time students (88.2%).

Attainment figures for part-time students have decreased over the last five years from 98.40% in 2013-14 to 41.7% in 2017-18. Due to the small number of part-time students it is not possible to look at the attainment trends across all characteristics of part-time students, however, where possible this has been considered.



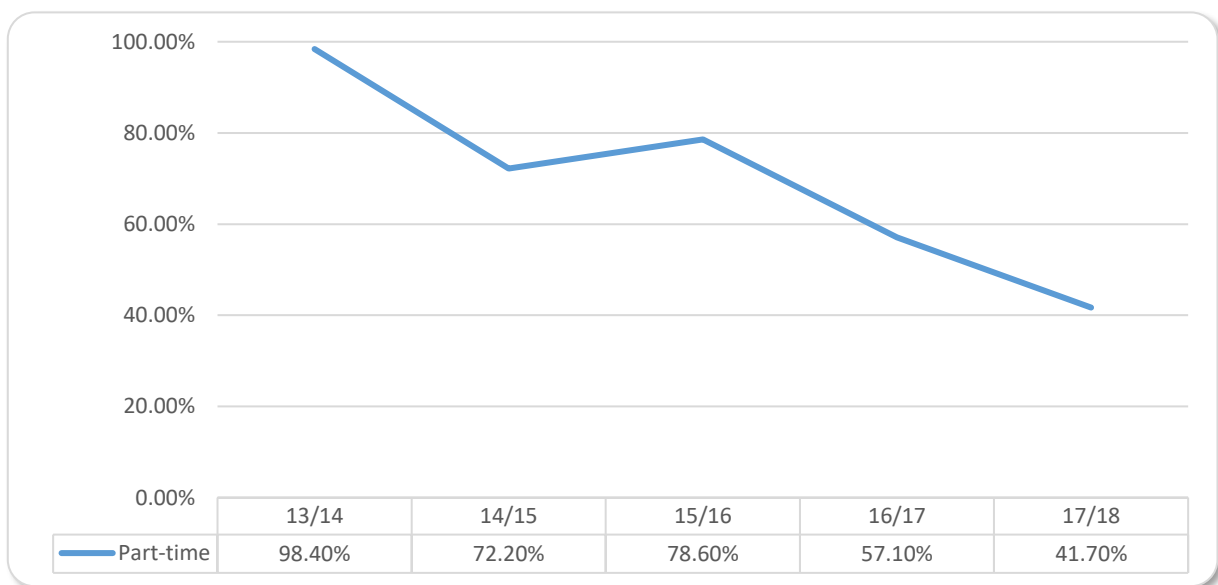| | 13/14 | 14/15 | 15/16 | 16/17 | 17/18 |
|---|---|---|---|---|---|
| Part-time | 98.40% | 72.20% | 78.60% | 57.10% | 41.70% |

**Figure 12** *Part time first degree student attainment*

**1.8.2 Progression**

The progression rates of part-time students are consistently higher than those for full-time students with 90% of part-time students progressing to employment or higher levels of study in 2016-17.

## 2.      Strategic aims and objectives

### 2.1      Context

LJMU's Strategic Plan 2017-2022 reflects its commitment to addressing barriers to access and to fostering a strong and inclusive community.  The University strives to secure strong outcomes for all students and recognises the need to target activity to ensure that inequalities in access, success and progression for students from underrepresented groups are addressed.  Based on the University's in depth assessment of performance, LJMU has reviewed all the priorities and targets approved in its 2019-20 plan.  Specifically, previous output targets have been removed and the priority has shifted to strategic outcome-based targets designed to close the key gaps that currently exist for some underrepresented groups at different stages of the student lifecycle.  The aims and objectives demonstrate the University's commitment to continuous year-on-year improvement and a greater level of ambition to achieving equality of opportunity for all students.

### 2.2      Target groups

LJMU will continue to target and invest in students who share the following characteristics:

- Those living in areas of low higher education participation, or from lower household income or lower socioeconomic status groups
- Those from black, Asian and minority ethnic (BAME) groups
- Mature students
- Those with disability status
- Care leavers.

The University also recognises that there are students where barriers exist that prevent equality of opportunity and will continue to support these students to succeed in Higher Education.  These include young adult carers and students estranged from their families.

### 2.2.1      Areas of low higher education participation (POLAR4)

**Aim:**      To secure strong outcomes for students from areas of low higher education participation, particularly the success of male students and progression of young female students.
**Objectives**
- Maintain access performance for entrants from areas of low higher education participation to contribute to continuous performance nationally.
- Improve the continuation percentage of white males from low participation areas to close the unexplained gap between white male students from POLAR 4 Q1 and white female students from POLAR 4 Q5 by 2024-25.
- Improve the good honours percentage of students from low participation areas, including Northern Ireland domiciled students to close the unexplained gap by 2024-25.
- Increase the  percentage of young, white female students from a low participation background that are in highly skilled employment or higher-level study to close the gap between young white, female students from POLAR4 Q1,2 and young, white male students from POLAR4 Q1,2 by 2024-25.

### 2.2.2      Lower socioeconomic

**Aim:**      To improve the attainment outcomes for students from lower socioeconomic groups.
**Objectives**
- Increase the good honours percentage of students from lower socioeconomic groups to close the unexplained gap between IMD Q1,2 and IMD Q3,4,5 by 2024-25.

**2.2.3    Black, Asian and minority ethics groups**

**Aim:**    To enhance the access, participation and outcomes of students from underrepresented ethnic groups.
**Objectives**
- Increase the percentage of black 18 year-old entrants to 2.5% by 2024-25 to reduce the gap between the proportion of black 18 year-old entrants at LJMU and the UK population.
- Increase the percentage of Asian 18 year-old entrants to 6.5% by 2024-25 to reduce the gap between the proportion of Asian 18 year-old entrants at LJMU and the UK population.
- Improve the good honours degree outcomes of black students to reduce the gap between black and white students to 6% by 2024-25 and eliminate the absolute gap by 2030-31.
- Increase the percentage of young, black students that are in highly skilled employment or higher level study to close the gap in progression rates between young black students and young white students by 2024-25.

**2.2.4    Mature**

**Aim:**    To maintain access performance for mature students.

**Objective**
- Support transition to higher education for mature students engaged in Access qualifications, particularly those from areas of lower higher education participation.

**2.2.5    Disabled students**

**Aim:**    To improve progression outcomes for young disabled students.
**Objective**
- Maintain attainment outcomes for students with a disabled attribute.
- Increase the  percentage of young students with a disabled attribute that are in highly skilled employment or higher-level study to close the gap in progression rates between young disabled students and young non-disabled students by 2024-25.

**2.2.6    Care leavers**

**Aim:**    To enhance the access and participation of care leavers in higher education.
**Objective**
- Increase the percentage of care leavers entering LJMU to 0.89% by 2024.

**2.2.7    Multiple**

**Aim:**    To work collaboratively to strategically align activity and reduce duplication to support access for underrepresented groups in the LCR.
**Objective**
- Collaborate with other higher education providers, specifically through the National Collaborative Outreach Programme (NCOP), and the local consortium Shaping Futures including the development of a local Outreach hub.

**Aim:**    To ensure that students are able to participate in Higher education regardless of their circumstances.
**Objective**
- Target financial support at students from lower income and specific groups of students where finance is a barrier to participation and evaluate annually utilising the sector recommended toolkit which will be fully implemented during 2019-20

Stretching targets relating to the aims and objectives have been set over the next five years up to 2024-25 and include annual milestones to help monitor the University's progress.

**3.      Strategic measures**

**3.1      Whole provider strategic approach**

**3.1.1      Overview**

The leadership team of the Institution is genuinely committed to the development, implementation and evaluation of an access and participation plan that promotes equality of opportunity for underrepresented groups within their student cohorts.  The access and participation plan is aligned with corporate strategy and is ambitious and stretching in its targets.

LJMU's 2020-21 to 2024-25 plan represents a point of departure providing further opportunity for cultural shift and continuous improvement.  A key tenet in the development of the plan has been an evidence-based change process that has included wide-ranging engagement with and involvement of key stakeholders across and beyond the Institution, particularly those affected by the plan, our students.  The reflective approach adopted in the management of change process will ensure that the University can learn from experience in order to evaluate and refine the plan during the 2020-21 to 2024-25 period.

**3.1.2      Alignment with other strategies**

The Strategic Plan evidences a commitment to inclusivity across the university through the stated aim to be '*A university that cultivates an inclusive and accessible academic environment*' [LJMU Strategic Plan 2017-22].  This ambition aligns with strategic intentions of the Teaching and Learning Strategy where the curriculum development is informed by the key principle: '*Promotes inclusion and accessibility and facilitates cultural awareness'.*  The strategic commitment to inclusion is articulated explicitly within this document.

*We aim to continue to remove barriers to access and progression and strengthen the achievement outcomes for students from disadvantaged backgrounds.  We will provide support to ease the transition between the levels of study from Foundation to postgraduate.  We will evaluate and tailor the approaches adopted to ensure that we meet the specific needs of students from different demographic groups and cultural settings* [Teaching and Learning Strategy 2017-22].

The Inclusive Practice Strategy [2016 – 2020] is at the heart of the University's commitment to inclusion.  Rearticulating our commitment to inclusion in '*considering the needs of our diverse student body to ensure a high quality learning experience for all our students'* [LJMU Strategic Plan 2012-17], the strategy commits to developing and raising the profile of inclusion within the University and ensuring that inclusive practice is explicitly considered through course approval and enhancement review processes.

The University's Equality and Diversity Objectives 2016-2020 provide the backdrop for the promotion of equality of opportunity.  The Equality, Diversity and Inclusivity Committee ensures equality of opportunity is embedded in all strategic planning and governance structures.  In 2017-18, a change management initiative included the inception of Equality, Diversity and Inclusivity Champions across the Institution with the development of targeted action plans for each Faculty and Professional Service.

Three of LJMU's Equality, Diversity and Inclusivity objectives focus on ethnicity a priority across the student lifecycle.  To ensure a culturally inclusive study and work environment, staff and student networks have been established to provide a solution focussed approach to dealing with challenges faced by people with protected characteristics.

To promote the benefits of an inclusive culture within the organisation all staff and students undertake appropriate training as part of their development and induction.  The University hosts themed events celebrating equality diversity and inclusivity, for example on subjects relating to mental health, disability, LGBTQ+ and different ethnic groups.  This is enhanced by increased activity around these themes during national campaigns such as Mental Health Awareness Week and Black History Month.

Additionally, in partnership with Mersey Care NHS and the University of Liverpool, LJMU will be implementing plans to utilise £575,000 of funding from the OfS to develop further, effective and timely clinical pathways for students experiencing mental ill health across Liverpool. In accordance with University policy, an Equality Impact Assessment has been conducted on this access and participation plan.

### 3.1.3   Strategic measures

The following main strategic measures will enable the delivery of the aims and objectives within this plan.  These measures are designed to eliminate the unexplained gaps in access, success and progression, to promote equality of opportunity for underrepresented groups and enhance inclusive academic practice. These measures also address the attainment gap for part time students, which while present in the data at the institutional level, numbers are too low to allow for meaningful analysis at the level of the underrepresented group.  The University's quality processes, including validation and annual monitoring, reflect a commitment to inclusive practice.  Measures are focused on the target groups identified in the assessment of current performance.  The logic model outcomes diagram in Appendix 1 provides a visual overview of how our activities will support the delivery of the strategy set out in the plan.

**Measures: Low higher education participation (POLAR4), household income, or socioeconomic status**
Measures to achieve the objectives are shown below.  These measures focus on addressing the challenges faced by students from areas of lower higher education participation or areas of multiple deprivation, including Northern Ireland domiciled students, in the success stage of the student lifecycle, and providing targeted, customised support.  They particularly support male students from areas of lower higher education, recognising the persistent attainment difference between male and female students.

Measures are also applied to young, female students to close the progression gap and increase the number of young, white female students from a lower participation background that are in highly skilled employment or higher-level study.

- **School partnerships:** LJMU has developed strong links with schools and colleges over a number of years working in partnership to support individuals and the school sector in the region.  Given that the University is within an area of high deprivation and the high percentage of students from the Liverpool City Region, outreach is largely targeted locally.  LJMU recognises the importance of early engagement and longitudinal interactions with prospective students.  The continued delivery of a progression curriculum with local schools, which are selected based on measures of disadvantage, specifically higher education participation rates, will maintain LJMU's good access record for students from POLAR4 Q1, 2; including white males.

- **Student advocates:** The use of current students is integral to LJMU's outreach provision.  The University employs over 100 student advocates selected from a diverse range of backgrounds, including lower higher education participation areas, who provide role models for prospective students.

**Enhanced transition programme:** the University has undertaken insider research to understand further the motivations, preparedness and expectations of Northern Ireland domiciled students for Higher Education.  Building research focusing on the relationships between advantage, attainment and progression, for example, Mountford-Zimadrs et al 2016[11] this study focused on identifying the challenges faced by Northern Ireland domiciled students in sustaining engagement in Higher Education[12].  Because of this research, a customised, extended induction has been developed for students from Northern Ireland.  This programme has been piloted in the Liverpool Screen School.
- **Induction**:  deliver effective support and transition both into university and through levels of study for underrepresented groups, through targeted sessions, online training, networking events and mentoring

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[11] Mountford-Zimdars, A. Sanders, J. Moore, J. Sabri, D. Jones, S. Higham, L. (2016) What can universities do to support their students to progress successfully throughout their time at university? Perspectives: Policy and Practice in Higher Education.
[12]Moore-Cherry, N. Quin, S. Burroughs, E (2015) Why Students Leave: Findings from Qualitative Research into Student Non-Completion in Higher Education in Ireland. Focused Research Report, Available at: https://www.teachingandlearning.ie/wp-content/uploads/NF-2015-Why-Students-Leave-Findings-from-Qualitative-Research-into-Student-Non-Completion-in-Higher-Education-in-Ireland.pdf

schemes.  Induction and transition support is provided at both a programme and institutional level, with the aim to strengthen student belonging as evidenced in Maunder (2018).[13]  Institutional activities include:

- Equality, diversity and inclusivity video shown at all programme induction sessions
- Additional targeted ongoing support for students, in particular, disability, care leavers, young carers, white male students from areas of lower higher education.
- Collaboration with JMSU to support targeted activity, for example, Wellbeing week
- Blackbullion online financial planning tools and resources.
- Dedicated transition sessions for students progressing from Foundation to Level 4 programmes.

- **Academic Skills:** Develop an inclusive academic skills (including IT, maths and English) provision that normalises academic skill development across the university.  This will be achieved via effective communication with students and staff and use of positive referral systems (for example personal tutors) as these have been shown to be instrumental in terms of males (particularly from areas of lower higher education participation) accessing support services.[14]   Current methods of communication with students (email, website, social media) will be refined and expanded (with, e.g. virtual learning environment (VLE) announcements, induction videos), and augmented with regular staff bulletins and attendance at faculty education committees, in 2019-20. Detailed guidance on referral to skills tutors will be provided for inclusion in the revised personal tutor policy and process in 2021-2022. Increased standardisation of academic skills teaching within programmes aims to improve understanding of academic conventions and assessment requirements, and thus foster confidence, motivation, and a sense of belonging.  Skills tutor input into the design and delivery of skills development and research methods modules, begun in 2018-19, will become systematic by 2022-23, with priority given to programmes recruiting the highest number of target students. The launch of a staff-facing academic skills consultancy service in 2019-20 also aims to increase proficiency of teaching staff in this area.

  The use of peer assisted learning mentors, a range of online resources, support measures and access routes, a 'de-colonised' and inclusive academic skills curriculum, and an academic skills consultancy service for teaching staff, aims to mitigate cultural, gendered, and financial barriers to participation and success associated with low participation or lower-attainment students.  This approach draws on the findings from the sector research including the What Works national project.[15] The peer assisted learning mentor scheme will be piloted in 2019-20 with the intention of full implementation in 2020-21. Additions to existing online provision in the form of virtual support and teaching via the VLE will begin in 2019-20. Development of inclusive and de-colonised teaching and learning materials has already begun, but will be ongoing throughout the five-year period.

- **Engagement Officer Support**: Develop strategies to manage and monitor student engagement and facilitate positive wellbeing to ensure that students from disadvantaged and lower socioeconomic backgrounds participate in the service. Specifically, deliver customised programmes to support students from areas of high multiple deprivation (IMD Q1,2), male students from areas of low higher education participation and Northern Ireland domiciled students.  In addition, increased engagement with male students will be promoted through more proactive working arrangements, including increased student engagement officer presence at male dominated halls of residence, more targeted sessions for example 'look after your mate' sessions and increased availability of male support officers.

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[13] Maunder. R. (2018) Students' peer relationships and their contribution to university adjustment: the need to belong in the university community, Journal of Further and Higher Education Vol42 (6)  Available at https://doi.org/10.1080/0309877X.2017.1311996

[14] Equality Challenge Unit (2012) *Male students: engagement with academic and pastoral support services*. Available at: https://www.ecu.ac.uk/wp-content/uploads/external/male-students-engagement-with-academic-and-pastoral-support-services.pdf

[15] Department for Education (2018) *Barriers to learning for disadvantaged groups: report of qualitative findings August 2018*. Available at: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/735453/Barriers_to_learning_-_Qualitative_report.pdf; Thomas, L. (2012) *Building student engagement and belonging in Higher Education at a time of change: final report from the What Works? Student Retention & Success programme*. Available at: https://www.heacademy.ac.uk/system/files/what_works_final_report.pdf

- **Employment mentoring:** Young female students from POLAR 4, Quintile 1, 2 areas will be one of three groups (along with: young disabled students; young black students) targeted for individual support through a mentoring programme in which they will receive insight, affirmation and introduction to networks from successful female professionals. Mentors will be drawn from both outside of the University (for example, leaders, practitioners and business owners active in Liverpool City's labour market) and from within. Mentors will receive training and support on establishing appropriate and transformative mentoring relationships. In particular, LJMU will draw upon alumni to source mentors, as the most directly identifiable aspirational role models for the next generation of graduates. Coaching and mentoring are increasingly cited as amongst the top three most widely used and most effective talent management activities by respondents to the Learning and Development Surveys conducted by the Chartered Institute of Personnel and Development between 1998 and 2015[16]. Major employers are increasingly focusing on workplace mentoring as essential scaffolding for on boarding diverse new entrants – such as the Ministry of Justice, whom LJMU will be piloting a social mobility-themed mentoring programme with during 2019/20[17]. In 2019-20 a strategy will be devised for delivery at the start of 2020. The programme will be evaluated for full implementation in 2020-2021.

**Measures: Black, Asian and minority ethics groups**

Measures to achieve the objectives listed in 2.2.3 are shown below. These measures focus on closing gaps across the student lifecycle for students from underrepresented ethnic groups.

- **Outreach programme:** The demographic of the Liverpool City Region presents challenges in accessing large numbers of prospective black, Asian and minority ethnic students. LJMU will address this through its strong network of teacher contacts in partnership schools with a diverse pupil population. LJMU will tailor initiatives aimed at increasing access for black and Asian students. This will include refining LJMU's progression curriculum longitudinal outreach programme with local schools to ensure representation includes a greater number of black and Asian students. Additionally, successful delivery models for targeting specific groups, such as LJMU's work with looked after children will be utilised to support further work for black and minority ethnic pupils. This includes working with partner schools to increase representation of black and Asian students on residential events, an intervention identified by Sutton Trust, as having high impact on higher education.

- **Student advocates:** To improve prior achievement, working alongside LJMU's School of Education, sustained mentoring with learners will support both aspiration and attainment for this target group. The recruitment of student advocates will take into account the ethnicity access gaps and the importance of representation through peer identity when delivering interventions, as described in McDuff et al. (2018)[18].

- **Whiteness and the curriculum:** This project aims to better understand BAME student experience of the curriculum from the perspective of both curriculum content and learning opportunities created for promoting dialogue, mutual understanding and sense of belonging (Black, Asian & Minority, 2019)[1]. Curriculum content will be reviewed in terms of the social, historical and cultural perspectives including the diversity of the reading lists, topics/case studies and supporting materials (May and Thomas, 2010)[2]. How the wider learning environment reflects and builds on students' identity, stimulate and intellectually

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[16] Chartered Institute of Personnel & Development (CIPD) *Annual Survey Report: Learning & Development 2015.* Available at: https://www.cipd.co.uk/knowledge/strategy/development/surveys

[17] Ministry of Justice (2018), *Social Mobility Action Plan Summary* – see especially details of their Catapult mentoring scheme. Available at: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/683398/moj-social-mobility-action-plan-summary.pdf

[18] McDuff, N., Tatam, J., Beacock, O., Ross, F. (2018) Closing the attainment gap for students from black and minority ethnic backgrounds through institutional change. Widening Participation and Lifelong Learning, Volume 20 (1), 79-101

[1] Black, Asian and Minority Ethnic student attainment at UK universities: #closingthegap, Universities UK and the National Union of Students, May 2019, Available at: https://www.universitiesuk.ac.uk/policy-and-analysis/reports/Documents/2019/bame-student-attainment-uk-universities-closing-the-gap.pdf

[2] May, H., Thomas, L. (2010) Embedding Equality and Diversity in the Curriculum: Self Evaluation Framework. The Higher Education Academy

challenge students to create an inclusive learning culture will be explored. The aim is to develop a set a questions or prompts for module and programme leaders that will allow them to reflect on ways in which material is used and presented in their subject with the intention diversify perspectives and representation within the curriculum. For example module leaders may consider re-organising material in the syllabus to bring different issues to prominence or recommend a wider range of journals or textbooks for source materials to help capture different perspectives. The project will be undertaken as a pilot over two academic years, 2019-2020 and 2020-2021, in selected subject areas as part of the University's Curriculum Enhancement Internship programme and in collaboration with JMSU with the aim for full implementation across the University in 2021-2022.

- **Review of personal tutoring:** Awareness of attainment gap and aspiration for black students, as well as BAME and other underrepresented groups, to be raised through a systematic review of the personal tutoring policy and process.  The purpose of this review is to identify approaches that can be taken to address the lower academic success of black students and drawing on the findings of Smith (2017)[3], as well as other underrepresented groups.  The review is to be informed by outcomes of the national project *Raising Awareness, Raising Aspiration (RARA): Targeted Personal Tutoring Support Programme for Narrowing Gaps in Student Achievement and Ambition[4]*.  Outcomes from the review will ensure that strong connections are made to support through induction and transition, academic skills, as well as that offered through Engagement Officers and the Careers Team.  Outcomes will also focus on training and information available to Personal Tutors to support them in their role. Current training for personal tutors is delivered through the Postgraduate Certificate in Academic Practice, designed for staff new to teaching. This training will be developed and extended to all staff, and included as a part of the University's Teaching in Practice Series. The revised professional development will ensure that tutors are aware of the unexplained attainment gaps. It will also emphasise the importance of the role of the tutor in addressing gaps through fostering a student's feelings of belonging in higher education and ensuring that students are aware of the additional support that can help them progress and achieve their full potential. Linking with the University's Learner Digital Engagement interface, an online process will be designed for personal tutors to support the management and administration of personal tutoring. This system will ensure that tutors are aware of the unexplained gaps, able to monitor student progress and direct support as needed. The review of personal tutoring will take place in 2019-20 with the aim to implement the revised policy and process across the University in 2020-2021.

- **Diversity and Inclusion Student Ambassador Project:**  A co-production model to be piloted that builds on sector practice developed and led by University of Manchester Students' Union[5].  The intention is to bring staff and students together to better understand the barriers to success, take action to promote wellbeing, and improve attainment outcomes for black students and those from low socioeconomic groups.  The purpose of this approach is to increase student sense of belonging, create safe spaces to discuss inclusive learning practices and empower students to tackle the negative effects of stereotyping and micro-aggressions and to safely challenge racism, sexual harassment and other forms of discrimination.  This project will be piloted in the Faculties of Engineering and Technology and Education Health and Community, over two academic years, 2019-2020 and 2020-2021, with the aim to implement the programme across the university in 2021-2022.

  - **Employability mentoring:** Young black students will be one of four groups (along with: young disabled students; young female students from POLAR 4, Q1, 2 and young BAME students) targeted for individual support through a mentoring programme in which they will receive insight, affirmation and introduction to networks from successful professionals.  For more detail on this programme see the previous item under

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[3] Smith, S. (2017) Exploring the Black and Minority Ethnic (BME) Student Attainment Gap: What Did It Tell Us? Actions to Address Home BME Undergraduate Students' Degree Attainment, Journal of Perspectives in Applied Academic Practice, Vol 5 (1), Available  at: https://jpaap.napier.ac.uk/index.php/JPAAP/article/view/239

[4] Raising Awareness, Raising Aspiration (RARA): http://www.raratutor.ac.uk/

[5] Diversity and Inclusion Student Ambassador Project https://webarchive.nationalarchives.gov.uk/20180319123346/http://www.hefce.ac.uk/sas/barriers/projects/manchester/

*'Measures: Low higher education participation (POLAR4)'*[19]. In 2019-20 a strategy will be devised for delivery at the start of 2020. The programme will be evaluated for full implementation in 2020-2021.

- **Funded internships with local businesses and organisations who are proactive about diversity and social mobility:** A proportion of opportunities generated as part of LJMU's annual funded internship programme will be tailored to enable young black students, and young BAME students, to expand their career horizons, strengthen their CVs and enhance their long-term employment prospects.  In recognition of the practical and attitudinal barriers that hold many of our students back from seizing opportunities and fulfilling their full potential, these short-term internships are will be funded and participants will receive initial training that equips them to derive the maximum benefit from their experience.  The transformative difference that work-based learning can make to future prospects is well-documented:
    - CBI / Pearson's 2018 Education & Skills Annual Report states: *'Too many businesses are not satisfied (38%) with levels of relevant work experience among the young people applying to them for jobs'.*[20]
    - Respondents to a recent Institute of Student Employers (ISE) survey (2017) stated that 34% of graduates hired had previously been an intern with the recruiting organisation.  This varied by sector, reaching as high as 64%, 55% and 45% for Law, Investment Banking and Fast-Moving Consumer Goods (FMCG) sectors respectively
    - The latest report from High Fliers Research, *'The Graduate Labour Market in 2019'*, includes the finding: *'Over a third of recruiters who took part in the research repeated their warnings from previous years – that graduates who have had no previous work experience at all are unlikely to be successful during the selection process for their graduate programmes'.*[21]

**Measures: Mature students**

- **Outreach:** To support access to higher education for mature learners, LJMU works with local Further Education colleges and students undertaking Access programmes as well outreach work with community groups.  This includes drop-in days and online chats throughout the year as well as specific student finance clinics.  In addition, LJMU engages with pre-Access students to help bridge the skills gap at Level 3 and advises students on their progression options.  Promoting different and more flexible pathways to higher education is particularly important for mature students.

- **Academic Skills**: Develop an inclusive academic skills (including IT, maths and English) provision that normalises academic skill development across the university.  This will be achieved via effective communication with students and staff and use of positive referral systems.  Current methods of communication with students (email, website, social media) will be refined and expanded (with, e.g. VLE announcements, induction videos), and augmented with regular staff bulletins and attendance at faculty education committees, in 2019-20.  Detailed guidance on referral to skills tutors will be provided for inclusion in the revised personal tutor policy and process in 2021-2022.  Increased standardisation of academic skills teaching within programmes aims to improve understanding of academic conventions and assessment requirements, and thus foster confidence, motivation, and a sense of belonging.  Skills tutor input into the design and delivery of skills development and research methods modules, begun in 2018-19, will become systematic by 2022-23, with priority given to programmes recruiting the highest number of target students. The launch of staff-facing academic skills consultancy service in 2019-20 also aims to increase proficiency of teaching staff in this area.

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[19] Ministry of Justice (2018), *Social Mobility Action Plan Summary* – see especially details of their Catapult mentoring scheme. Available at: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/683398/moj-social-mobility-action-plan-summary.pdf

[20] CBI / Pearson (2018), *'Educating for the Modern World: Education & Skills Annual Report'.* Available at: http://cdn.roxhillmedia.com/production/email/attachment/700001_710000/CBI%20Education%20and%20Skills%20Annual%20Report%202018.pdf

[21] High Fliers Research (2019), *'The Graduate Labour Market in 2019: Annual review of graduate vacancies & starting salaries at the UK's leading employers'.* Available at: https://www.highfliers.co.uk/download/2019/graduate_market/GMReport19.pdf

The use of peer assisted learning mentors, a range of online resources, support measures and access routes, a 'de-colonised' and inclusive academic skills curriculum, and an academic skills consultancy service for teaching staff, also aims to mitigate against the barriers particular to mature students to participation and success.  The peer assisted learning mentor scheme will be piloted in 2019-20 with the intention of full implementation in 2020-21. Additions to existing online provision in the form of virtual support and teaching via the VLE will begin in 2019-20.  The development of inclusive and de-colonised teaching and learning materials has already begun, but will be ongoing throughout the five-year period.

**Measures: Disabled students**

- **Engagement Officer Support:** Develop strategies to manage and monitor student engagement and facilitate positive wellbeing to ensure that disabled students participate in the service. Specifically, working in conjunction with the Disability Support team to deliver customised programmes to support students with a sensory and communication disability.

- **Employability mentoring:** Young disabled students will be one of three groups (along with: young black students; young female students from POLAR 4, Quintile 1 & 2 areas) targeted for individual support through a mentoring programme in which they will receive insight, affirmation & introduction to networks from successful professionals.  For more detail on this programme see the previous item under *'Measures: Low higher education participation (POLAR4)'*. In 2019-20 a strategy will be devised for delivery at the start of 2020. The programme will be evaluated for full implementation in 2020-2021.

- **Funded internships with local businesses and organisations who are proactive about diversity and social mobility:** A proportion of opportunities generated as part of LJMU's annual funded internship programme will be tailored to enable young disabled students to expand their career horizons, strengthen their CVs and enhance their long-term prospects.  In recognition of the practical and attitudinal barriers that hold many of our students back from seizing opportunities and fulfilling their full potential, these short-term internships will be fully funded and participants will receive initial training that equips them to derive the maximum benefit from their experience.  In tandem with this, those employer partners who will act as the students' supervisors will receive training on any particular needs the disabled students they will be hosting have and adjustments they should make to best accommodate them.

- **Targeted career development and employability workshops:** LJMU will offer a bespoke series of workshops and employability-themed social events for young disabled students.  In designing these, we will draw upon the findings within AGCAS' 2018 *'What Happens Next?'* report.  For example, an increased tendency amongst disabled graduates towards self-employment (which we are well placed to respond to via our Centre for Entrepreneurship) and the disadvantages experienced by graduates with a social communication condition / Autism Spectrum Disorder (ASD), who were found in the 2018 AGCAS[22] report to be the least likely of all disability groups to be in full-time employment and most likely to be unemployed.

**Measures: Care leavers**

- **Care leaver support package**: LJMU offers dedicated support for care experienced individuals across the student lifecycle.  Working in partnership with local authorities and organisations such as Banardo's, LJMU supports this cohort through sustained mentoring, residential events and a variety of activities in National Care Leavers Week.  Care leavers benefit from contextualised admissions where discretion is applied to academic offers.  To facilitate the success of care leavers a dedicated member of staff provides a bespoke package of support to meet individual student needs. This includes liaison with academic departments and ensuring that care leavers engage with additional opportunities such as academic skills provision. To support participation financial assistance is offered to this group as well as access to all year round accommodation in a partner hall the package of support provided for care leavers is also available to **students estranged from their families**.

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[22] AGCAS (2018), *'What Happens Next? – A Report on the First Destinations of Disabled Graduates'*. Available at: *https://www.agcas.org.uk/Knowledge-Centre/7991a7d5-84a0-4fe1-bbdc-5313d9039486*

- **Funded internships with local businesses and organisations who are proactive about diversity and social mobility:** A proportion of opportunities generated as part of LJMU's annual funded internship programme will be tailored to enable care leavers to expand their career horizons, strengthen their CVs and enhance their long-term prospects.  In recognition of the practical and attitudinal barriers that hold many of our students back from seizing opportunities and fulfilling their full potential, these short-term internships will be fully funded and participants will receive initial training that equips them to derive the maximum benefit from their experience.

**Measures: Multiple**

- **Shaping Futures (NCOP):** LJMU is part of *Shaping Futures*, the Liverpool City Region National Collaborative Outreach Programme consortium that is supported by the Office for Students.  The collaboration was established to raise learner aspirations and awareness by providing impartial higher education information, advice and guidance to local learners from target wards and underrepresented groups.  The programmes and activities are designed to align with the Gatsby benchmark for delivering careers provision in schools. Collaborative outreach delivered through *Shaping Futures* supports LJMU's strategic commitment to recruit students from a diverse range of social and economic backgrounds and ensure that any barriers to access are addressed.

  The *Shaping Futures* consortium will also develop the Higher Education Outreach hub for LCR.  The hub will provide a further opportunity for collaboration and sharing of best practice on outreach work with underrepresented groups.  The activities of the hub will complement LJMU's access work.  In particular, the consortium has agreed to work collaboratively to deliver the progression framework activity in an additional 10 'cold-spot' schools each year.

- **Financial support:** LJMU is projecting an annual investment of £4.4 million in targeted financial support. Support that will be offered in 2020-21 includes:
  - Progression bursary of £500 per annum for eligible full-time home students paying the full tuition fee with a household income of £25,000 or less to support retention and student success.
  - Looked After Children bursary: a minimum bursary of £1,500 per year to help care leavers with their living costs.
  - Students estranged from their families: a minimum bursary of £1,500 per year to help students estranged from their families with their living costs.
  - Young Adult Carers Bursary: £500 per year to help with their living costs.
  - Sir Bert Massie Scholarship: £10,000 per year to reward an outstanding disabled student who has been recognised for campaigning for inclusion.
  - Student Support fund: a student support fund of £1m. This fund is directed at students who are most in need in order to aid their retention and progression.  The fund is closely monitored and reviewed where necessary.

  Additionally, LJMU offers a range of scholarships that are available for all students as well as access to funds to support global engagement.  Full details of the financial support available to students is provided on the LJMU website**.**

## 3.2     Student consultation

In order to deliver an academically engaging, inclusive and supportive student experience the University is committed to working in partnership with its students.  Representation is the cornerstone of quality and enhancement approaches at LJMU.  The University's commitment to listening to its students was reflected in the latest National Student Survey (NSS 2018) with above sector performance in survey items relating to the *Student Voice* and *Learning Community*.

There is a positive working relationship with John Moores Students' Union (JMSU) and student officers are represented on, and are valued members of, the University's working groups, committees, Scholarship Panel,

Academic Board and the Governing Body.  The access and participation plan working group, which supports the development of LJMU's plan and monitoring, also includes representation from JMSU through both its full-time student officers and part-time volunteer equality representatives.  This group has discussed and developed the targets that support the APP plan.  Student representatives have also been actively involved in access and participation plan development sessions, including reviewing current data and context, offering student insight for both target setting and monitoring strategies.

Students help to inform and drive change across all areas of the student lifecycle.  For example, student advocates play a key role in LJMU's outreach work, acting as role models, informing and delivering taster sessions, providing shadowing opportunities and mentoring.  In the 2016-17 review of our University Framework for Quality and Standards, the student role was strengthened to increase their agency and capacity to drive change and this has continued and been built upon year on year.  Students are now involved at every level of programme monitoring, review, validation and re-validation and JMSU Course Representatives sit on all Boards of Study.

LJMU is committed to working in partnership with the Students' Union and supports JMSU's commitment to developing and trialling new and innovative methods and approaches in capturing authentic student voices.  For instance, to illustrate this, JMSU recently trialled replacing Faculty Representative written reports with an image-based project and Faculty Representatives were asked to use Instagram to document both their individual and other students' experiences on a range of academic, social and welfare themes.  Feedback from students about this model was incredibly positive.  Making participation less onerous for students, but achieving greater and more insightful outputs has been a key success of the Instagram project and is guiding principle for all of JMSU's student engagement.  These experiences were shared in a workshop session ('is there such a thing as 'the student experience'?') at LJMU's Teaching & Learning Conference – thus providing an opportunity for direct student engagement with teaching and professional services staff.

Key projects focussing on student inclusion, equality and diversity led by the Students' Union and shared with the University to improve the student experience have included:
- Participating in a landmark national study on Student Mental Health alongside 13 other Students' Unions. The study engaged with 12,731 students across the UK and highlighted key findings locally and nationally which were presented to the University's Board of Governors and continue to inform the Students' Union strategic approach.
- A broad range of Equality Representative campaigns including highlighting LGBT+ role models across campus, diversifying reading lists and highlighting BAME authors in libraries, and removing dead names on log-ins for trans and non-binary students.
- Exploring inclusivity and identifying any barriers to participation in clubs and societies by gathering student feedback, and working with student group leaders to implement recommendations from this and embed these into committee training.

Student voices continue to be high on the agenda of the annual Teaching and learning conference. At the conference Student Equality representatives have shared their motivations for becoming a representative, why the roles are needed and opportunities for partnership working in the future.

In addition to a main office base, JMSU continue to work across all five campuses through student social spaces based in each campus building.  Their outreach programme enables officers and representatives to build relationships with students that support and encourage meaningful dialogue with students at times and locations that suit them.  This new model has cultivated a more student centred way of working that has enabled JMSU to engage with students on a wide range of topics that feed into University plans and discussions, from understanding their rights as learners to new catering provision.

### 3.3 Evaluation strategy

### 3.3.1 Strategic context

The evaluation strategy employed at LJMU has been developed through an in depth review of theoretical approaches to evaluation in addition to an audit of current evaluation practice across the institution and the different stages of the student lifecycle.  The Evaluation and Impact working group, established within the last academic year, ensures a holistic approach to evaluation and via the Office for Students steering panel reports to the

institutional Education Committee and Executive Leadership Team.  The working group operates as a mechanism for strategic overview, bringing together individuals from across the institution with the evaluation skills and practice skills to ensure all activity benefits.  This group provides a forum for discussion of evaluation methods, the impact interventions and the learning gained from evaluation.

The strategic level support and the academic and student representation provided through the Evaluation and Impact working group has been essential during the emerging stage of institutional level evaluation practices at LJMU.  This has resulted in the development of a centrally managed evaluation approach; evaluation methods support toolkit and skills development.  This group will ensure that evaluation practices focus on measuring the impact of areas where investment is the greatest. In order to aid informal discussion and sharing of best practice in regards to evaluation, an Access and Participation Evaluation Network is currently in development to provide a space and events to aid development and cross-institutional working in this area.  This network will be in operation from the start of the academic year 2019-2020.

### 3.3.2    Programme and evaluation design

The introduction of an institutional approach to evaluation has provided an ideal opportunity to review current evaluation practices and programme design, ensuring that all activity has clear objectives that contribute to reducing gaps for underrepresented groups.  In some cases, this has resulted in a change of focus and in all cases it has reinvigorated and strengthened conversation about current and future evaluation practices.  An audit of all interventions and evaluation practices highlighted the range and high quality of current practice.  However, the institutional approach to evaluation aims to co-ordinate this good practice and ensure all interventions have clear objective in line with the institutional outcomes.

Enhancements to current initiatives and all future developments will be designed using an institutional Theory of Change approach to evaluation with support materials based on the RUFDATA approach to evaluation design.  In this way, the evaluation design is considered throughout the development of the programme with questions designed to prompt project leads to consider the focus of the evaluation and the resources required in order to complete a robust evaluation, proportionate to the aims of the activity.  All Intervention and Evaluation Development Forms will be overseen by the Evaluation and Impact working group.

### 3.3.3    Evaluation implementation

The completion of a Data Protection Impact Assessment relating to the use of widening access and participation data has resulted in a clear understanding of the data processes and arrangements required to ensure the safe handling, sharing and analysis of data.  Data sharing agreements are in place where necessary and the Evaluation and Impact working group is currently overseeing the development of a series of guidance documents to support more robust data analysis such as the measurement of individualised change.  In addition to this, all evaluation is subject to the institutional Ethics Policy Framework and the Research Code of Practice.

At the access stage of the student lifecycle, LJMU is committed to delivering sustained long-term outreach.  LJMU utilises the Higher Education Access Tracker (HEAT) to evaluate the impact of aspiration and attainment raising activity, providing quantitative metrics that detail learner characteristics, baseline data and the volume of outreach individuals have engaged in.  The use of HEAT will ultimately provide LJMU with a comprehensive picture of how interventions support progression to higher education and will support the University in identifying which activities have the most impact.

### 3.3.4    Learning to shape improvements

All interventions will complete, as a minimum, an annual report that follows a guidance template with prompts. Where more in depth analysis has taken place (such as cohort studies, joint research projects) interventions will produce a more bespoke and comprehensive report. In all cases, analysis will refer back to the aims and objectives detailed in the Theory of Change Logic Model. Support, provided centrally and through the Evaluation and Impact working group will ensure that all evaluations of interventions consider the limitations and the processes that contribute to observed impacts when interpreting results.  Where possible, triangulation using a mixed methods approach will be encouraged.

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The Access and Participation Evaluation Network provides an ideal mechanism to encourage reflection on the learning gained through the evaluation, including progress made against the short, medium and long-term outcomes detailed in the interventions Theory of Change Logic Model.  All learning from evaluation practices will then feed back into the development and enhancement of the intervention aims and outcomes.
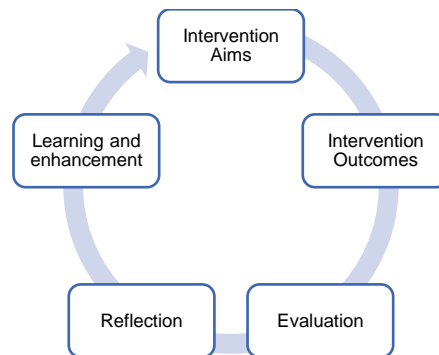


**Figure 13**: *Intervention development and enhancement cycle*

The Evaluation and Impact working group also provides a mechanism to ensure all findings from evaluation that might have wider implications or learning for other areas of the institution are shared and that action is taken because of this learning.  Further opportunities to share findings across the institution include presentations from interventions at the annual Teaching and Learning Conference which is open to all LJMU and LJMU partner staff.  LJMU will share such learning opportunities with the sector and will seek to share its findings through external conference, publication and by contributing to the Evidence and Impact Exchange.

### 3.3.5    Financial support evaluation

LJMU measures the profile and impact of financial support on the progression and success of students. Work has begun to utilise the sector toolkit for evaluating financial support and is currently in progress.  The primary purpose of LJMU's bursary scheme is to support the progression of LJMU's students from lower income families.  A £500 bursary per annum is paid to students with household incomes £25,000 and below.  Through LJMU's monitoring and evaluation of financial support the data shows that students in receipt of the bursary were more likely to be retained from 2017-18 to 2018-19 compared to those that did not receive the bursary (+2%) and this reflects a longitudinal trend for students from lower income families. A control group (household income £25,001 to £35,000) indicates that retention of the students was slightly lower than those that received a bursary by 0.3%.  The profile of the students in receipt of financial support also reveals that these students are more likely to have other indicators of disadvantage or underrepresentation in higher education.

Evaluation of the students that received an award from the LJMU Student Support fund in 2017-18 and provided feedback found that 38% felt that without the money they probably would have left their course and 56% stated that the award had made it easier for them to focus on their studies.  This is reflected in the retention rates that show that 96.1% of those that received an award from the fund in 2017-18 were retained.  Future developments in relation to the evaluation of financial support include carrying out the sector recommended survey and the full implementation of the financial reporting toolkit in the new academic year 2019-2020.

### 3.4    Monitoring progress against delivery of the plan

Reporting of all aspects of the development, implementation and evaluation of the plan is through the University's governance structures.  The Executive Leadership Team and Board of Governors will oversee the plan.  The recently established Office for Students Steering Panel and two sub groups, access and participation plan, and impact and evaluation, draws on membership from all faculties and professional services.  This panel will oversee the monitoring and evaluation of actions and targets.  Students are members of all committees and panels that form the University's governance structure.  Actions, targets and milestones will be incorporated within the University planning cycle, with the strategy support office and planning and information services providing regular reports and

updates. Should monitoring identify that progress is not in line with the annual milestones, remedial action plans will be put in place monitored by the Executive Leadership Team

## 4        Provision of information to students

The University is committed to publishing clear, accessible and timely information for applicants and students on the fees that it intends to charge and the financial support that it offers.  It will also provide, as requested, information to UCAS and the SLC to populate their applicant-facing web services. LJMU's dedicated Student Advice and Wellbeing team provides advice and support to students on funding higher education.  Working closely with staff from Student Recruitment and Admissions, outreach will continue to be delivered to targeted schools and colleges to educate students on student finance and the costs of a university education.  In addition, advice and support is provided to parents, teachers and advisers.

It is LJMU's intention to provide, in consultation with John Moores Student Union (JMSU), information for prospective students on fees and funding via the University's website and its Applicant Guide.  All information provided on financial support will include eligibility criteria and where applicable, how to apply for the financial support. Information on the fees for the duration of the course will be included in the offer letter.  All applicants and enrolling students receive a copy of the University's Terms & Conditions that outline key policies, rules and regulations.

The University is committed to ensuring that students understand the full cost of their programme of study.  Based on feedback from JMSU, LJMU has ensured that there are no "hidden" costs within its programmes and from 2012 has included essential expenditure such as educational visits, field trips, DBS and Professional Sector Regulatory Body membership within its fee structure to help support progression and retention.  Any information on the University's website relating to fees and support will clearly state that it is subject to approval by the Office for Students where applicable.  It will also state, where appropriate, that the information is subject to parliamentary approval.

**5.      Variations to Access and Participation Plan for 2023-24**

**5.1      Priority B: Develop, enhance, and expand partnerships with schools and other local and national organisations, to help raise the pre-16 attainment of young people from underrepresented groups across England**

LJMU is engaged in several activities that are dedicated to raising attainment of pre-16 young people from underrepresented groups. In addition, we are exploring mechanisms to adapt other work to enhance a specific focus on attainment raising.

**Brilliant Club**

The University is committed to continuing its partnership with The Brilliant Club.  This charity aims to increase the number of pupils from under-represented backgrounds who progress to HE.  Its Scholars Programme employs doctoral researchers on a part-time basis to deliver academic enrichment programmes to small groups of pre-16 pupils in state secondary schools.  LJMU PhD students are employed as tutors and supported to develop teaching materials related to their own research area. LJMU regularly exceeds its target of offering at least 10 placements within Secondary Schools.  This commitment will continue into the 2023/24 academic year.

In 2020, The Brilliant Club became an approved partner in the National Tutoring Programme, part of the Government's coronavirus catch-up package.  LJMU PhD researchers were also invited to apply to tutor for this scheme in addition to The Scholars Programme.  Each tutor works with four pupils at a time to complete a structured course designed by The Brilliant Club in either Maths, English, Chemistry, Biology or Physics.

The Brilliant Club has an established history of evaluating activity delivered by LJMU PhD scholars, including the impact on attainment.  LJMU will work further to ensure that the evaluation undertaken by The Brilliant Club aligns with the institutional approach to evaluation, including integration into the Theory of Change Logic Model.

**Outreach Programme of activity**

The current LJMU Outreach Programme will be developed over the 2022/23 academic year to provide a stronger focus on attainment raising.  For example, existing Summer Schools will be enhanced to include academic skills development sessions. In addition, there will be an expansion of revision skills classes and skills development at GSCE, as well as A level.  All developments with an attainment raising focus and/or pre-16 focus will include an enhanced impact evaluation, specifically designed to reflect the refined focus on attainment.

**Uni Connect, Maths Club**

As a dedicated member of Shaping Futures, LJMU have led the Uni Connect Maths Club initiative.  This is a Maths GCSE intervention that has successfully raised attainment at pre-16 level.  The programme is currently funded through Shaping Futures.  If this funding is maintained, LJMU will continue to work with Shaping Futures.  Should funding not be available, LJMU has committed to running the programme for Maths.  In addition, we intend to develop this scheme to address attainment in English GCSE across our partner schools.  This activity will be piloted in the 2023/24 academic year, with wider dissemination planned for the following academic year.

**National Schools Observatory**

The [National Schools' Observatory (NSO)](#) builds on LJMU's leading reputation in astrophysics to inspire the next generation of scientists, programmers, and engineers.  It has an established programme of support offered to Primary Schools across the UK.  The NSO are also working in partnership with teachers across the UK and Ireland through their NSO Champions User Group.  Working with teachers across primary and secondary, the NSO Champions meet four times a year to guide the direction and development of the NSO.

One priority area for the group will be to review the current CPD offer for pre-tertiary teachers in 2023.  Whilst the current method of delivery for the NSO has been via its website and ad-hoc events, the NSO is currently developing a sustained attainment and expectation raising intervention.  This will be targeted at local primary school pupils from low participation and income areas, including those from underrepresented ethnicities.  This new intervention will

be developed across a two-year pilot, designed and evaluated using Theory of Change, as well as TASO's (Transforming Access and Student Outcomes in Higher Education) Standards of Evidence.

We aim to disseminate learning across the Higher Education and STEM public engagement sectors. The first year of the pilot will engage with at least 20 year 5 pupils in one Liverpool City Region primary school to develop and adapt resources to deliver space-themed STEM learning. In year 2 we will work with the same cohort as they progress to year 6. The resources will be available for the subsequent year group to support the legacy of the project, with CPD provided to ensure continuation.

### BAME reciprocal mentoring

LJMU has expanded its Reciprocal Mentoring Programme to pair members of LJMU's Executive Leadership Team with Black Liverpool city leaders in business and social enterprise. It is anticipated that the opportunity for the latter to share their lived experiences will inform policy and decision making at the university and beyond. Crucially, engagement between university leaders and successful members of Liverpool's Black community will facilitate a deeper understanding of factors associated with raising attainment and success among young black people in the city region.

This development follows the success of LJMU's own Reciprocal Mentoring Programme, which launched in 2020. The scheme saw the university pair Black students with White LJMU leaders, in a two-way mentoring relationship, to facilitate discussions on race equality and how it really feels to be Black in a British university.

### Leadership development

Liverpool Business School is managing and delivering a Leadership Growth Skills project across the Liverpool City Region (LCR) until the end of December 2023. The aim is to upskill people with the leadership skills and management skills associated with higher level management and leadership roles. The scheme focuses on Halton, Knowsley, Liverpool, Sefton, St. Helens, and Wirral.

Our leadership training course is especially geared towards under-represented groups in management or leadership roles, such as women, people of colour, people with physical and/or learning disabilities and those who are neurodiverse.

### Skills and employability partnership

LJMU is working with the LCR to develop a strategic partnership aimed at enhancing the skills and employability of young people. Working with regional, national and international partners, the LJMU Centre for Educational Leadership provides a dynamic and visible hub where education leaders can harness leadership learning, strengthen leadership development and co-create responses to effect positive development of leadership practice with the strategic intention to have a positive impact on inequalities and educational outcomes.

### 5.2 Priority C: Set out how access to higher education for students from underrepresented groups leads to successful participation on high quality courses and good graduate outcomes.

Our current plan has a clear commitment to the success and progression of our students from underrepresented groups. Activity to support success and progression is embedded throughout section 3 Strategic Measures (pp.13-21) LJMU APP. Continuous monitoring of LJMU's internal gaps has identified groups who we know were disproportionately impacted by Covid: student with a disability and black students. Additional work has already begun in these areas.

### Bridge the Gap project

To understand the factors behind the awarding gap at LJMU, an inter-departmental council (The Attainment Gap Council) was created. This commissioned a project to address the awarding gap. The project is led by a team of academic staff, institutional researchers and current LJMU students. Outcomes will be a toolkit of interventions and resources aimed at closing the awarding gap.

There are four main elements to the project:
1. Longitudinal statistical exploration of the awarding gap at LJMU.

2. Qualitative research into LJMU BAME students lived experience and developing a mentoring model.
3. Gathering staff perceptions on assessment approaches and strategies.
4. Data analysis, generation or reports, resources, and mentoring toolkit.

Currently in the research phase during 2021/22 and 2022/23 academic years, outcomes will lead to recommendations for action and implementation to take place during 2023/24.

**Student Minds University Mental Health Charter**

The university is activity pursing acquisition of the Student Minds University Mental Health Charter and has appointed a project officer to work with teams from across the organisation to address key themes associated with the Charter.

### 5.3 Priority D: Developing more flexible and diverse provision

### 5.3.1 Development of the Degree Apprenticeships Route

LJMU has been training apprentices since 2016, offering a number of successful Degree Apprenticeship (DA) programmes in seven schools within the University. Around 1,500 apprentices are enrolled in the 2021-22 academic year. Many students on this route come from low-income households, via Further Education, Diploma, or other less traditional routes, so the University is committed to supporting equality of opportunity for these learners.

A recent successful Ofsted inspection indicated the institution made reasonable progress in delivering high-quality training that leads to positive outcomes for apprentices. One of the recommendations was to enhance monitoring of apprentices' individual progress that focus on specific apprenticeship requirements, while taking account of apprentices' prior knowledge or experience at the beginning of the apprenticeship.

In line with this, the University developed a DA Portal that maps and monitors all aspects of the student journey, including minutes of meetings with personal tutors and employers, records of academic achievements and skills development. This is to ensure that knowledge, skills, and behaviours being developed at university are tailored to specific student needs and timely support is provided. The portal also allows apprentices to maintain links with the university after they graduate, so they can continue accessing their records, resources, and to provide update on their progression.

In addition to ethnic background, age group (young/mature) and disability, the DA route had been introduced as a pre-recorded demographic variable in 2021-22 academic year in all key student surveys. This allows purposeful monitoring of satisfaction and engagement of this group of students (including cross-sectional data) with their studies and the development of timely targeted interventions if/where needed. 2022-23 will be focused on the enhanced monitoring and ongoing enhancement initiatives. In 2023-24, effectiveness of the interventions will be evaluated.

LJMU is strengthening its DA provision over the next 3 years. In 2023-24 the university will continue to promote all flexible routes, including the DA, via outreach activities, especially in areas with low participation in HE and among the underrepresented groups.

### 5.3.2 Development of Other Flexible Pathways

**Short courses at Level 4-6**

LJMU Liverpool Screen School (LSS) were successful in their bid to The Office for Students 'short course challenge' to develop short courses at Levels 4-6 in the Government priority areas. The courses would help people to gain entry level knowledge, reskill or upskill, as well as provide opportunities to progress to full qualifications. The project is part of the Government's pilot exploring a new student finance model designed for learners studying shorter, flexible courses in support of the development of the Lifelong Loan Entitlement.

LSS worked with Agent Academy (an industry partner) and a recent LSS graduate to develop a suite of short courses (30 credit modules) in the priority area of Creative and Digital. Extensive research was carried out, engaging both employers with knowledge of skills shortages and potential students who can provide insights into challenges and barriers to accessing HE outside of the traditional full-time three-year model. By working with Liverpool business

community, this approach will ensure reciprocal benefits to both businesses and students via enhanced job opportunities.  The initiative has a robust evaluation and monitoring plan that will be able to measure the outcomes for those involved beyond the funded programme.

In 2022-23 the courses at the Faculty of Arts, Professional and Social Studies will be piloted as standalone or can be used as credit towards our BA (Hons) Media Production.

Following evaluation of the pilot, in 2023-24, this approach will be rolled out to other disciplines in LJMU, initially funded by employers or by individuals who could draw upon the new government funding scheme, the Lifelong Loan. This pilot will also inform other disciplines in the HE Sector.

**Working with the Liverpool City Region College Network**

LJMU recognises the key role that the FE sector plays in the skills ecology of the City Region.  We are working in strategic partnership with the Liverpool City Region College Network to ensure our approach to meeting the diverse communities we serve, is joined up.  The Liverpool City Region College Network is the umbrella organisation for the FE sector within the LCR.  We have an executive lead who is the key connection point and are working in partnership with them to deliver a more coordinated strategic approach to our outreach activities with the colleges.

This will include working with the FE sector to deliver outreach activities at sites across the city region showcasing our research through hosting our 'Big Ideas' events within colleges.  This will be a key element of our civic, place, and partnership strategy to engage young people and their communities with the University.  We intend to evaluate this engagement activity and how it links early student connections to enhanced outcomes for young people within and beyond LJMU.

**5.4      Commitment to Evaluation and Impact**

LJMU has a clear evaluation strategy that has been refined over the past four years (section 3.3, pp 21-23).  Evaluation is co-ordinated by the Teaching and Learning Academy, one of the University's professional service teams.  This centralised approach facilitates independence and ensures that appropriate expertise and skills are utilised in the design, operation, and analysis of evaluation across activity at all levels of the student life cycle.

A current review of the resource required to support independent evaluation will address the additional focus on measuring attainment raising, as well as LJMU's intention to increase the type 3 evaluation activity that can subsequently be shared across the sector.

As members of the North West Widening Participation Research and Evaluation group, LJMU is keen to continue to share evaluation approaches and findings with colleagues.  The group provides an opportunity to discuss evaluation planning, ethics, effective practice, and lessons learned.  Members provide advice, constructive feedback, and guidance on the shared evaluation practices through informal peer review.

The future direction of the group will reinforce existing activity to support the new OfS priorities by:

- Sharing evidence-based initiatives with TASO
- Strengthening of a more formal Peer-to-Peer review process
- Develop collaborative evaluation processes and research.

**Appendix 1**

| Aim | Activity/ Intervention | Outcomes | | Measurement |
|---|---|---|---|---|
| | | **Intermediate** | **Overall** | |
| To secure strong outcomes for students from low areas of higher education participation or lower socioeconomic groups, particularly the **success** of male students and **progression** of young female students.<br><br>To improve the **attainment** outcomes for students from lower socioeconomic groups. | **School partnerships** | • Continued delivery of longitudinal interactions with prospective students from local areas of disadvantage | Maintain good access levels for students from POLAR4 Q1, 2; including white males. | • Number of POLAR4 students taking part in LJMU outreach programme and progressing to HE (HEAT)<br>• Focus groups with prospective students<br>• Pre and post attitudinal surveys |
| | **Enhanced transition programme** | • Increased engagement with support services by Northern Ireland domiciled and Male students from POLAR4.<br>• Developed understanding of issues facing Male students from POLAR4. | Improved continuation rates of white male students from POLAR 4. | • Continuation rates of white male and Northern Ireland domiciled students from POLAR4.<br>• Continuation rates of students from target groups accessing Engagement support in comparison to similar cohort who do not access support.<br>• Pre and post belonging survey.<br>• Survey results of comparator group who did not access support services |
| | **Engagement Officer Support** | | | |
| | **Academic Skills** | Increased students':<br>• Awareness of relevance of academic skills development.<br>• Understanding of academic conventions and assessment requirements.<br>• Sense of belonging.<br>• Confidence.<br>• Attitude.<br>• Motivation. | Improve the good honours percentage of students from low participation neighbourhoods, including Northern Ireland domiciled students and students from lower socioeconomic groups to close the unexplained gap by 2024-25. | • Good honours percentage rates of male students from POLAR4 Q1 and Q2 and of Northern Ireland domiciled students from POLAR4 Q1.<br>• Number of students from target groups accessing academic skills delivery<br>• Pre and post Student experience questionnaires and focus groups.<br>• Programme engagement with skills embedding.<br>• Grade attainment and retention figures for the university: mapped to attendance at central training and programme embedding. |

| Aim | Activity/ Intervention | Outcomes | | Measurement |
|---|---|---|---|---|
| | | **Intermediate** | **Overall** | |
| | **Employability mentoring** | • Increased numbers of successful female professional mentors <br> • Increased numbers of Female student mentees from POLAR4 | Improved progression rates of young, white female students from a low participation background to close the gap between young, white females and young, white males by 2024-25. | • Percentage rates of young, white female students from a low participation background that are in highly skilled employment or higher-level study <br> • Progression rates of Female mentees from POLAR4 in comparison to a similar cohort. <br> • Focus groups with mentors and mentees <br> • Attitudinal changes measured through career readiness survey data |
| To enhance the access, **participation** and **outcomes** of students from underrepresented ethnic groups. | **Outreach programme** | • Develop teacher contacts with partnership schools with diverse pupil population. <br> • Increase representation of black and Asian students in outreach programme. <br> • Increased number of black and Asian pupils attending residential events. <br> • Black and Asian pupils view of LJMU as an inclusive place to study/ somewhere they would belong/ identify with | Increase the percentage of new black and Asian 18 year-old entrants to reduce the access gaps between LJMU and the UK population by 2024-25. | • Number of black and Asian students taking part in LJMU outreach programme and progressing to HE (HEAT) <br> • Focus groups with new black and Asian students <br> • Pre and post attitudinal surveys <br> • Number of black and Asian pupil applications to LJMU <br> • Number of black and Asian pupils progression to LJMU |
| | **Student Advocates** | | | |
| | **School partnerships** | | | |
| | **Review of personal tutoring** | • Increased awareness of personal tutors regarding the black attainment gap. <br> • Increase belonging of black students <br> • Development of 'safe spaces' <br> • Develop an inclusive curriculum within Arts and Humanities | • Improve the good honours degree outcomes of black students and contribute to reducing the unexplained gap between black and white students. <br> • Development of an institution wide inclusive curriculum. | • Good honours percentage rates of black students <br> • Pre and post Student experience questionnaires <br> • Focus groups with black students. <br> • Numbers of engagement with the student ambassador project |
| | **Diversity and Inclusion Student Ambassador Project** | | | |
| | **Whiteness of the curriculum** | | | |

| Aim | Activity/ Intervention | Outcomes | | Measurement |
| --- | --- | --- | --- | --- |
| | | Intermediate | Overall | |
| To improve **progression** outcomes for young disabled students.<br><br>To improve **progression** outcomes for young black students. | **Employability mentoring** | • Increased numbers of successful disabled professional mentors and black professional mentors<br>• Increased numbers of disabled student and black students engaging with progression activities<br>• Increased awareness of career opportunities.<br>• Increased employability skills | Increase the percentage of young students with a disabled attribute that are in highly skilled employment or higher level study by 2024-25. | • Percentage rates of young disabled students and young black students that are in highly skilled employment or higher-level study<br>• Progression rates of disabled mentees and black mentees in comparison to a similar cohort.<br>• Focus groups with mentors and mentees<br>• Attitudinal changes measured through career readiness survey data |
| | **Funded internships** | | | |
| To enhance the **access** and **participation** of care leavers in higher education | **Care Leavers support package** | • Increased number of care leavers attending outreach activities<br>• Increased engagement of students who are care leaver with pastoral and financial support | • Increase the number of care leavers entering LJMU to 0.89% by 2024<br>• Increased continuation rates of students who are care leavers<br>• Increased attainment of students who are care leavers<br>• Increased progression of students who are care leavers. | • Number of care leavers taking part in outreach activity and progress to HE (HEAT).<br>• Number of care leaver students with contextualised offer<br>• Continuation, attainment and progression rates of care leaver students<br>• Focus groups with young people in care and with current students who are care leavers<br>• Focus group with foster carers |
| To maintain **access** and support transition to Higher Education for mature students, particularly those from lower participation neighbourhoods. | **Mature student outreach** | • Increased engagement of prospective mature students with outreach activity<br>• Developed awareness of progression pathways within community groups | • Progression of mature students from pre-Access through to HE. | • Number of prospective mature students engaging in outreach activities<br>• Pre and post intervention surveys<br>• Number of mature students progressing from an outreach intervention.<br>• Focus groups with perspective and current mature students |
| To maintain **financial support** to support the progression of LJMU's students from lower income families | **Financial support** | • Reduction in financial worry<br>• Increased feeling of belonging<br>• Access to extra-curricular activities<br>• Reduction in need to undertake paid work | • Increased continuation rates of students who are in receipt of financial support. | • Continuation rates of students in receipt of financial support in comparison with those from a control group.<br>• OfS Statistical tool analysis<br>• OfS Survey tool data<br>• OfS Interview tool data |

# Provider fee information 2021-22

**Provider name: Liverpool John Moores University**
**Provider UKPRN: 10003957**

**Summary of 2021-22 course fees**

*course type not listed

**Table 1a - Full-time course fee levels for 2021-22 students**

| Full-time course type: | Additional information: | Cohort: | Course fee: |
|---|---|---|---|
| First degree | A small number of continuing students that started prior to 2017/18 | Fee applies to continuing students only | £9,000 |
| First degree | Continuing students that started 2017/18 onwards | Fee applies to entrants/all students | £9,250 |
| Foundation degree | | Fee applies to entrants/all students | £9,250 |
| Foundation year/Year 0 | | Fee applies to entrants/all students | £9,250 |
| HNC/HND | | Fee applies to entrants/all students | £9,250 |
| CertHE/DipHE | * | | * |
| Postgraduate ITT | | Fee applies to entrants/all students | £9,250 |
| Accelerated degree | | Fee applies to entrants/all students | £11,100 |
| Sandwich year | Continuing students that started 2018/19 onwards | Fee applies to entrants/all students | £1,850 |
| Sandwich year | New entrants that started in 2017/18 | Fee applies to continuing students only | £1,007 |
| Erasmus and overseas study years | Continuing students that started 2018/19 onwards | Fee applies to entrants/all students | £1,385 |
| Erasmus and overseas study years | New entrants that started prior to 2018/19 | Fee applies to continuing students only | £0 |
| Other | * | | * |

**Table 1b - Sub-contractual full-time course fee levels for 2021-22 students**

| Sub-contractual full-time course type: | Additional information: | Cohort: | Course fee: |
|---|---|---|---|
| First degree | * | | * |
| Foundation degree | Coleg Cambria 10041295 | Fee applies to entrants/all students | £7,500 |
| Foundation degree | EVERTON FREE SCHOOL 10037850 | Fee applies to entrants/all students | £7,500 |
| Foundation year/Year 0 | * | | * |
| HNC/HND | * | | * |
| CertHE/DipHE | * | | * |
| Postgraduate ITT | * | | * |
| Accelerated degree | * | | * |
| Sandwich year | * | | * |
| Erasmus and overseas study years | * | | * |
| Other | * | | * |

**Table 1c - Part-time course fee levels for 2021-22 students**

| Part-time course type: | Additional information: | Cohort: | Course fee: |
|---|---|---|---|
| First degree | | Fee applies to entrants/all students | £6,935 |
| Foundation degree | * | | * |
| Foundation year/Year 0 | * | | * |
| HNC/HND | | Fee applies to entrants/all students | £4,625 |
| CertHE/DipHE | * | | * |
| Postgraduate ITT | * | | * |
| Accelerated degree | * | | * |
| Sandwich year | * | | * |
| Erasmus and overseas study years | * | | * |
| Other | * | | * |

**Table 1d - Sub-contractual part-time course fee levels for 2021-22 students**

| Sub-contractual part-time course type: | Additional information: | Cohort: | Course fee: |
|---|---|---|---|
| First degree | * | | * |
| Foundation degree | Greenbank Project (The) 10002767 | Fee applies to continuing students only | £6,935 |
| Foundation year/Year 0 | * | | * |
| HNC/HND | * | | * |
| CertHE/DipHE | * | | * |
| Postgraduate ITT | * | | * |
| Accelerated degree | * | | * |
| Sandwich year | * | | * |
| Erasmus and overseas study years | * | | * |
| Other | * | | * |

# Access and participation plan
# Fee information 2020 21

**Provider name: Liverpool John Moores University**

**Provider UKPRN: 10003957**

## Summary of 2020-21 entrant course fees

*course type not listed

**Inflationary statement:**

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

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

| Full-time course type: | Additional information: | Course fee: |
|---|---|---|
| First degree | | £9,250 |
| Foundation degree | | £9,250 |
| Foundation year/Year 0 | | £9,250 |
| HNC/HND | | £9,250 |
| CertHE/DipHE | * | * |
| Postgraduate ITT | | £9,250 |
| Accelerated degree | * | * |
| Sandwich year | | £1,850 |
| Erasmus and overseas study years | | £1,385 |
| Other | * | * |

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

| Sub-contractual full-time course type: | Additional information: | Course fee: |
|---|---|---|
| First degree | * | * |
| Foundation degree | Greenbank Project (The) 10002767 | £9,250 |
| Foundation year/Year 0 | * | * |
| HNC/HND | * | * |
| CertHE/DipHE | * | * |
| Postgraduate ITT | * | * |
| Accelerated degree | * | * |
| Sandwich year | * | * |
| Erasmus and overseas study years | * | * |
| Other | * | * |

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

| Part-time course type: | Additional information: | Course fee: |
|---|---|---|
| First degree | | £6,935 |
| Foundation degree | * | * |
| Foundation year/Year 0 | * | * |
| HNC/HND | | £4,625 |
| CertHE/DipHE | * | * |
| Postgraduate ITT | * | * |
| Accelerated degree | * | * |
| Sandwich year | * | * |
| Erasmus and overseas study years | * | * |
| Other | * | * |

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

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

# Targets and investment plan
# 2020-21 to 2024-25

**Provider name: Liverpool John Moores University**

**Provider UKPRN: 10003957**

## Investment summary

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

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

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

**Table 4a - Investment summary (£)**

| Access and participation plan investment summary (£) | Academic year | | | | |
|---|---|---|---|---|---|
| | 2020-21 | 2021-22 | 2022-23 | 2023-24 | 2024-25 |
| **Total access activity investment (£)** | £1,690,849.67 | £1,639,568.72 | £1,651,250.81 | £1,684,275.82 | £1,717,961.34 |
| Access (pre-16) | £257,340.14 | £248,343.46 | £250,392.95 | £255,400.81 | £260,508.83 |
| Access (post-16) | £876,518.79 | £850,731.77 | £856,606.20 | £873,738.32 | £891,213.09 |
| Access (adults and the community) | £197,919.22 | £195,524.96 | £196,070.39 | £199,991.80 | £203,991.63 |
| Access (other) | £359,071.53 | £344,968.52 | £348,181.27 | £355,144.89 | £362,247.79 |
| **Financial support (£)** | £4,420,431.00 | £4,420,431.00 | £4,420,431.00 | £4,420,431.00 | £4,420,431.00 |
| **Research and evaluation (£)** | £207,363.24 | £211,510.51 | £215,740.72 | £220,055.53 | £224,456.64 |

**Table 4b - Investment summary (HFI%)**

| Access and participation plan investment summary (%HFI) | Academic year | | | | |
|---|---|---|---|---|---|
| | 2020-21 | 2021-22 | 2022-23 | 2023-24 | 2024-25 |
| **Higher fee income (£HFI)** | £53,614,569.00 | £53,799,669.00 | £53,713,289.00 | £53,975,514.00 | £53,975,514.00 |
| **Access investment** | 2.1% | 2.2% | 2.2% | 2.2% | 2.3% |
| **Financial support** | 8.2% | 8.2% | 8.2% | 8.2% | 8.2% |
| **Research and evaluation** | 0.4% | 0.4% | 0.4% | 0.4% | 0.4% |
| **Total investment (as %HFI)** | 10.8% | 10.8% | 10.8% | 10.8% | 10.9% |

# Targets and investment plan
# 2020-21 to 2024-25

**Provider name: Liverpool John Moores University**

**Provider UKPRN: 10003957**

## Targets

**Table 2a - Access**

| Aim (500 characters maximum) | Reference number | Target group | Description (500 characters maximum) | Is this target collaborative? | Data source | Baseline year | Baseline data | Yearly milestones | | | | | Commentary on milestones/targets (500 characters maximum) |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | 2020-21 | 2021-22 | 2022-23 | 2023-24 | 2024-25 | |
| To enhance the access, participation and outcomes of students from underrepresented ethnic groups. | PTA_1 | Ethnicity | LJMU has a smaller proportion of Black 18 year-old entrants than the UK population (1.6% less). This target will seek to reduce the gap by increasing the percentage of new Black 18 year old entrants taking into consideration the demographic profile of the Liverpool City Region. | No | The access and participation dataset | 2017-18 | 1.9% | 2% | 2.1% | 2.2% | 2.3% | 2.5% | Milestones take account of developing effective initiatives which support a steady increase the number of Black 18 year-old students entrants. This is a stretching target given that LJMU recruits 43% of its student population from the Liverpool City Region where the projected proportion of Black 18 year-olds is significantly below the English average. |
| To enhance the access, participation and outcomes of students from underrepresented ethnic groups. | PTA_2 | Ethnicity | LJMU has smaller proportions of Asian 18 year-old entrants than the UK population (4% less) This target will seek to reduce the gap by increasing the percentage of new Asian 18 year-old entrants taking into consideration the demographic profile of the Liverpool City Region | No | The access and participation dataset | 2017-18 | 4.2% | 4.4% | 4.8% | 5.3% | 5.9% | 6.5% | Milestones take account of developing effective initiatives which support a steady increase the number of Asian18 year-old entrants. This is a stretching target given that LJMU recruits 43% of its student population from the Liverpool City Region where the projected proportion of Asian 18 year-olds is significantly below the English average. |
| To enhance the access and participation of care leavers in higher education. | PTA_3 | Care-leavers | Continue with existing target to increase the percentage of care-leaver entrants at LJMU | No | The access and participation dataset | 2016-17 | 0.54% | 0.6% | 0.67% | 0.74% | 0.81% | 0.89% | Contribute to the Centre for Social Justice pledge to double the percentage of care-leavers progressing to Higher Education (6% in 2016-17) by steadily increasing the percentage of new entrants enrolling at the University by 2024-25. Milestones take account of developing effective initiatives which support a progressive increase in recruitment of care leavers over time. |
| | PTA_4 | | | | | | | | | | | | |
| | PTA_5 | | | | | | | | | | | | |
| | PTA_6 | | | | | | | | | | | | |
| | PTA_7 | | | | | | | | | | | | |
| | PTA_8 | | | | | | | | | | | | |

**Table 2b - Success**

| Aim (500 characters maximum) | Reference number | Target group | Description | Is this target collaborative? | Data source | Baseline year | Baseline data | Yearly milestones | | | | | Commentary on milestones/targets (500 characters maximum) |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | 2020-21 | 2021-22 | 2022-23 | 2023-24 | 2024-25 | |
| To secure strong outcomes for students from low areas of higher education participation, particularly the success of male students and progression of young female students. | PTS_1 | Other | Percentage difference in non-continuation rates between POLAR4 Q1, white, male students and POLAR4 Q1, white, female students. | No | The access and participation dataset | 2016-17 | 3.9% point gap | 3.5 | 3 | 2 | 1 | 0 | Milestones take account of developing effective initiatives and targeting of existing activity to support the continuation of white male students from POLAR4 Q1. Milestones become increasingly challenging to reflect the intended impact of initiatives. |
| To enhance the participation and outcomes of students from underrepresented ethnic groups. | PTS_2 | Ethnicity | Percentage difference in degree attainment (1st and 2:1) between white and black students. | No | The access and participation dataset | 2017-18 | 31% point gap | 28 | 24 | 19 | 13 | 6 | Milestones take account of developing of a suite of interventions to support the attainment of black students. The incrementally challenging milestones reflect the intended impact of activities. Due to the size and fluctuation of the gap, it is proposed to substantially reduce the gap within the 5 years with the aim of eliminating the absolute gap by 2030-31. |
| To improve the attainment outcomes for students from lower socioeconomic groups. | PTS_3 | Socio-economic | Percentage difference in degree attainment (1st and 2:1) between IMD Q1,2 and IMD Q3,4,5. | No | The access and participation dataset | 2017-18 | 11.9% point gap | 10.4 | 8.4 | 5.8 | 3 | 0 | Milestones take account of developing effective initiatives and targeting of existing activity to support the attainment of students from IMD Q1 and 2. Milestones become increasingly challenging to reflect the intended impact of initiatives. |
| To secure strong outcomes for students from low areas of higher education participation, particularly the success of male students and progression of young female students. | PTS_4 | Other | Percentage difference in degree attainment (1st and 2:1) between male students from POLAR4 Q1&2 and female students from POLAR4 Q1&2. | No | The access and participation dataset | 2017-18 | 6.1% point gap | 5.6 | 5 | 4 | 2 | 0 | Milestones take account of developing effective initiatives and targetting of existing activity to support the attainment of male students from POLAR4 Q1. Milestones become increasingly challenging to reflect the intended impact of initiatives. |
| To secure strong outcomes for students from low areas of higher education participation, particularly the success of male students and progression of young female students. | PTS_5 | Low Participation Neighbourhood (LPN) | Percentage difference in degree attainment (1st and 2:1) between Northern Ireland Domiciled students from POLAR4 Q1 and all other UK students from POLAR4 Q1. | No | Other data source | 2017-18 | 9% point gap | 8.5 | 7 | 5 | 2.5 | 0 | Milestones take account of developing effective initiatives and targeting of existing activity to support the attainment of Northern Ireland domiciled students from POLAR4 Q1. Milestones become increasingly challenging to reflect the intended impact of initiatives. |
| | PTS_6 | | | | | | | | | | | | |
| | PTS_7 | | | | | | | | | | | | |
| | PTS_8 | | | | | | | | | | | | |

**Table 2c - Progression**

| Aim (500 characters maximum) | Reference number | Target group | Description | Is this target collaborative? | Data source | Baseline year | Baseline data | Yearly milestones | | | | | Commentary on milestones/targets (500 characters maximum) |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | 2020-21 | 2021-22 | 2022-23 | 2023-24 | 2024-25 | |
| To enhance the participation and outcomes of students from underrepresented ethnic groups. | PTP_1 | Ethnicity | Percentage difference in progression rates between young black students and young white students. | No | Other data source | 2016-17 | 5.7% point gap | 5.7 | 3.7 | 2.7 | 1.7 | 0 | Milestones are gradual in initial years to take account of the limited time available to influence these milestones. Milestones become increasingly challenging to reflect the intended impact of initiatives aimed at increasing progression. |
| To improve progression outcomes for young disabled students. | PTP_2 | Disabled | Percentage difference in progression rates between young disabled students and young non-disabled studnets. | No | Other data source | 2016-17 | 6.2% point gap | 6.2 | 5.2 | 3.2 | 2.2 | 0 | Milestones are gradual in initial years to take account of the limited time available to influence these milestones. Milestones become increasingly challenging to reflect the intended impact of initiatives aimed at increasing progression. |
| To secure strong outcomes for students from low areas of higher education participation, particularly the success of male students and progression of young female students. | PTP_3 | Low Participation Neighbourhood (LPN) | Percentage difference in progression rates between young white, female students from POLAR4 Q1&2 and young, white male students from POLAR4 Q1&2 | No | Other data source | 2016-17 | 3.1% point gap | 3.1 | 2.8 | 2 | 1 | 0 | Milestones are gradual in initial years to take account of the limited time available to influence these milestones. Milestones become increasingly challenging to reflect the intended impact of initiatives aimed at increasing progression. |
| | PTP_4 | | | | | | | | | | | | |
| | PTP_5 | | | | | | | | | | | | |
| | PTP_6 | | | | | | | | | | | | |
| | PTP_7 | | | | | | | | | | | | |
| | PTP_8 | | | | | | | | | | | | |