

Liverpool John Moores University Access and participation plan 2019-20

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 University thinks global and acts local to solve real world problems and to contribute to the future of society.

In developing the Access and participation plan for 2019-20 it is especially important that LJMU takes into consideration the regional context in which it operates. 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%) and Knowsley (21%). 77.5% of the LCR students are studying at undergraduate level¹.

Demographically the LCR 16-18 population is experiencing one of the most significant declines in England with a further 8% reduction forecast from 2016 to 2020². Attainment at key stage 4, based on the average attainment 8 score per pupil metric, shows that just two of the local authorities within LCR (Wirral and Halton) are above the English state-funded average and only Wirral is above the slightly higher North West regional average. In relation to the percentage of pupils achieving a 9-4 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 average³. In addition, the North West region has the second highest percentage of schools below the floor standard in key stage 4 attainment in 2017 (16.2%).

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 decile⁴. 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, 44.4% of secondary school pupils in Liverpool are eligible for the Deprivation Pupil Premium and 54.6% in Knowsley. This compares to a national average of 28.6%. The figures for primary children are also concerning, with 36.1% of Liverpool pupils eligible for the premium and 40% in Knowsley compared to a national average of 23.9%⁵.

¹ HESA 2016/17

² ONS sub-national population projections

³ www.gov.uk Attainment at key stage 4 ,2017

⁴ Local Government Indices of Deprivation 2015

⁵ www.gov.uk, Pupil premium allocations 2017/18

UCAS data and analysis utilising POLAR3 (an area based measure that classifies how likely young people are to participate in higher education) shows that in 2017 pupils from quintile 5 (the most advantaged areas) were 2.3 times more likely to enter higher education than those from quintile 1 (the most disadvantaged areas).

In terms of higher education, the 18 year old participation rate for 2017 for the North West region is 32.9% compared to 33.3% for England as a whole and the highest participation rate of 41.8% in London. In London 18 year olds are 25% more likely to enter higher education than those across England as a whole⁶.

1.2 Access

LJMU is privileged to work in partnership with a diverse student population and has a longstanding and successful track record of widening participation evidenced against Higher Education Statistical Agency (HESA) indicators 2016-17⁷ and other equality measures.

98.3% of young full-time first degree entrants are from state schools (UK average 90.0%, North West 94.5%) and **19% from low participation neighbourhoods** (UK average 11.4%, North West 16.1%). 16% of first degree students and 34.6% of PGDE students are young white males from POLAR3 quintile 1 (the most disadvantaged). 41.2% of students with household residual income up to £25,000 were in receipt of financial support from the University in 2016-17 reflecting LJMU's local demographic. LJMU data also shows that while 10.4% of first degree students are from Northern Ireland there is a greater proportion (13.8%) of students that receive financial support from Northern Ireland, reflecting the lower socioeconomic demographic of these students. This also applies to PGDE students where 13.6% are from Northern Ireland but 17.5% of students that receive financial support are from Northern Ireland.

The percentage of **mature full-time student entrants** in 2016/17 was 17.9% (below the UK average of 23.1%). However, of these students 22.8% had no previous higher education experience and were from low participation neighbourhoods and this compares favourably with the UK average of 12.3% and the English average of 12.2%. In terms of **disability status** 4.2% of LJMU's UK full-time first degree students are in receipt of the Disabled Students' Allowance (6.6% in UK). Although this is below previous years it is not comparable due to the changes in the allowance. The percentage of students that pay above the basic fee and declared a disability in 2016/17 was, however, higher at 8.2%. 11.5% of full-time, first degree home students are from a **Black and Minority (BME)** background and this figure has increased from 10.3% in 2013-14.

In terms of **care leaver** status students, 50 undergraduate students were newly recruited in 2017-18 (less than 1% of first degree entrants). In total there are 102 care leavers (100 first degree and four studying other undergraduate level qualifications).

In relation to evaluating LJMU's performance in attracting and recruiting students that are disadvantaged the UCAS multiple equality measure (MEM) is a further way of assessing success in this area. The MEM brings together information on several equality dimensions for which large differences in the probability of progression into higher education exist.

⁶ UCAS End of Cycle Report 2017

⁷ HESA 2016/17

These dimensions include sex, ethnic group, where people live (based on POLAR3 classification), secondary education sector, and income background (utilising a means-tested benefit of free school meals). These combined probabilities are then aggregated into groups (1 to 5) where group 1 contains those least likely to enter higher education and group 5 those that are most likely to enter. In 2017, for LJMU, 11% of 18 year old applicants were from group 1 compared to 18.3% in group 5 and 13.5% of applicants placed were from group 1 compared to 16.1% of applicants from group 5. The MEM group5:group1 ratio of applicants per 10,000 population for LJMU shows that group 5 pupils are 1.4 times (40 percent) more likely to apply than those from group 1. However, the MEM group5:group1 ratio of placed applicants per 10,000 population shows that students from MEM group 1 are as likely to enter LJMU as those from MEM group 5⁸.

1.3 Success

LJMU is committed to securing strong outcomes for its diverse student cohort and to fostering a positive and inclusive community in which students feel confident to engage and to be challenged. Investment in the continued progression and success of students is a key priority within the University's strategic plan.

The percentage of 2015-16 young full-time first degree entrants who continued or qualified at LJMU is 88.5% (UK average 90.1%) and the percentage no longer in higher education 8.5% (UK average 6.4%). While these figures are below the UK average, the University does outperform its benchmark for those no longer in higher education. There is an improving position in relation to **mature entrants** with the University now exceeding both the sector and its benchmark. 90.9% of mature entrants remained at LJMU (UK average 86.5%) and the percentage no longer in higher education reduced to 8.3% (benchmark 11.9%)⁹. This is also reflected in the Teaching Excellence Framework (TEF) year 2 split metrics where LJMU has a positive flag for mature non-continuation for both full and part-time students.

The progression of **students from low participation neighbourhoods** remains an area of development. The percentage of young full-time first degree entrants from low participation neighbourhoods who continued or qualified at LJMU is 84.9% (sector 88.7%) and the percentage no longer in higher education 11.7% (benchmark 9.8%)¹⁰.

LJMU provides financial support for students with household incomes of £25,000 or less to support retention and to enable students to engage more fully in student life. Through LJMU's monitoring and evaluation of financial support the data shows that 89.6% of students in receipt of the bursary were retained from 2015-16 to 2016-17 compared to 86.0% that did not receive the bursary and this reflects a longitudinal trend for students from **lower income families**. The data also shows that students that receive the bursary are more likely to have other indicators of disadvantage or under-representation in higher education. For example the demographic profile of current bursary recipients against the overall first degree population shows that a higher percentage are BME (16.8% compared to 12.0% for all first degree students), a higher percentage are mature (22.5% compared to 15.8% for all first degree entrants) and a higher percentage are white British males in the lowest participation group (25.0% compared to 16.0% for all first degree entrants).

⁸ UCAS End of cycle data 2017

⁹ LJMU HESA data 16/17

¹⁰ LJMU HESA data 16/17

In relation to good honours, 78.6% of students that achieved a classified degree obtained a first class or 2:1 degree in 2016-17¹¹. The percentage for BME students was 72.2% students from lower income families 75.5%, disabled students 75.2% and young male, white students from low participation neighbourhoods 73.5%. Although there are negative variances for these groups against the LJMU overall average, the percentage for BME students increased from 64.9% in 2015-16 to 72.2% in 2016-17. In the TEF year 2 metric data, the University is aware that there are some differences recorded between the core and split metrics for assessment and feedback where there is a positive flag overall but an un-flagged metric for mature students, BME, disabled and disadvantaged students. There are also differences recorded for academic support which has a positive flag overall but is un-flagged for certain groups including disabled, white and disadvantaged students.

1.4 Progression

As identified 43% of the University's UK student population is recruited from the local region. Graduating students typically stay in the region for employment and LJMU's Graduate Destinations Report for 2016 showed that 73.3% of all work locations recorded were in the North West of England and 48.7% in the Liverpool area. Given the limited number of graduate level jobs locally this is impacting on LJMU's highly skilled employment figures. LJMU's performance in the TEF metrics associated with quality student outcomes and learning gain are in line with benchmark performance but for full-time learners there is a negative flag for highly skilled employment or further study. The split metrics show that mature learners perform better against this metric than young learners and it is noteworthy that there is marginal difference in relation to ethnicity and white and BME students. In comparison the highly skilled employment or further study metric is flagged positively for part-time learners and is significantly above the benchmark.

2. Ambition and strategy

Recognising its successful access strategy and diverse student body, LJMU is committed to improving the experience, outcomes and progression of all its students. Students are at heart of LJMU's vision and equality and diversity is embedded within the University's strategic plan. LJMU will focus investment on reducing the gaps in the success and progression of students.

2.1 Underrepresented groups

Based on the local demographic and LJMU's own data analysis, the University will continue to target and invest in students from the following groups:

- Low higher education participation areas, low household income families including young white males from low participation neighbourhoods
- Students of particular ethnicities
- Mature students with level 2 and level 3 qualifications
- Students with disability status
- Care leavers

¹¹ HESA 2016/17

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 through fostering a strong and inclusive community. These include carers, students estranged from their families, and students with specific learning difficulties and mental health problems.

2.2 Objectives and priorities

LJMU notes that the Office for Students will be asking all providers to change their approach to targets in 2020-21 and therefore does not expect institutions with access agreements in place for 2018-19 to make changes to targets for 2019-20 or to extend targets beyond their existing timespan. The University has therefore maintained its current targets and milestones which were approved in 2018-19.

Within this context LJMU has outlined below its approach to improving the outcomes for all students and how it will prioritise activity and investment across the student lifecycle. There is a stronger focus on reducing the gaps in success and progression. Although not all these areas currently have specific targets detailed in the resource plan LJMU is committed to continuous year-on-year improvement.

2.3 Access objectives

The access strategy will focus on the following key objectives:

- Maintaining LJMU's strong access targets for students from low participation neighbourhoods and lower socio-economic groups including targeting young, white males from low participation neighbourhoods
- Continuing to work with mature students studying access qualifications to support transition and progression to higher education, especially from areas of low participation
- Offering a range of pathways to support entry to higher education including degree apprenticeships, developing further foundation year pathways for a broader range of subjects, providing articulated progression from partner colleges and validating awards with strategic partners
- Targeting specific groups such as care leavers, students estranged from their families, students with specific learning difficulties and carers. The University has an established programme for care leavers that supports students throughout the whole lifecycle
- Working in collaboration with local schools through a sustained outreach programme to support attainment and progression
- Seeking to address gender imbalances in identified subject disciplines
- Collaborating with other higher education providers specifically through the National Collaborative Outreach Programme (NCOP), and the local consortium *Shaping Futures*.

2.4 Success objectives

LJMU is committed to providing an exceptional student experience that can change the lives of students, whatever their background. The key priorities will focus on:

- Improving the percentage of first degree students who continue or qualify particularly those from low participation neighbourhoods

- Narrowing the gap between good honours for all students that achieved a classified degree and those from BME backgrounds where the negative difference is 6.4%, also reflecting a sector priority
- Reducing the gap between good honours for all students that achieve a classified degree and those from white males from a low higher education participation neighbourhood where the negative difference is 5.1%
- Ensuring that financial support is targeted at students that are most in need and demonstrates success and progression
- Evaluating the wide-range of academic support services that the University provides to maximise rates of retention and attainment and ensuring that they meet the needs of all students

2.5 Progression objectives

As identified the progression of students into highly skilled employment and further study is one of the major areas of development for the University. Objectives will be directed at:

- Improving the percentage of students that are in highly skilled employment or further study for all groups of students, particularly young students
- Encouraging and evaluating the impact of students that are taking up opportunities to study abroad on the employment metrics
- Evaluating the impact of students taking a degree with a placement year and/or undertaking an internship on the employment metrics
- Measuring the impact of a wide-range of careers and employment initiatives to ensure that they are meeting the needs of all students

2.6 Collaboration and partnership

Through collaboration and partnership at a local, regional and national level the University is able to extend the impact and reach of its outreach work. Collaboration includes other providers, the third sector and employers including:

The National Collaborative Outreach programme, *Shaping Futures* – the local consortium was established to raise learner higher education aspirations and progression rates within 25 targeted electoral wards in Liverpool City Region, where progression to higher education is lower than expected given historic GCSE attainment patterns. *Shaping Futures* provides impartial higher education related activities and progression advice to target learners in 43 priority secondary schools and across partner Further Education and Sixth Form colleges.

Aligned to the region's economic priorities the activities are designed to complement and add value to the existing widening participation work of the 12 partner institutions. For example, two *Shaping Futures* projects which are adding value locally are: *Through the Eyes of Boys*, an intensive outreach project working to raise higher education aspirations amongst young males from lower socio-economic groups; and a pilot programme of attendance at local community events to deliver higher education aspiration messages.

As well as actively supporting centrally co-ordinated events LJMU has developed its own *Shaping Futures* projects. These projects complement existing institutional outreach programmes and focus on raising the aspirations and attainment of learners in the identified target wards. LJMU is leading on a mentoring programme using student advocates and subject staff to improve Maths GCSE outcomes and subsequent

progression to higher education as well as delivering aspiration raising events focused on the creative arts. The *Shaping Futures Absolute Chemistry* programme follows the successful *Chemistry for All* model delivered by LJMU for a number of years with the Royal Society of Chemistry and engages pupils using science to raise aspiration to higher education.

Greater Merseyside Care Leavers into Higher Education network - the University is the Chair of this network which consists of four Higher Education institutions from the Liverpool City Region plus representatives from Further Education colleges and staff from the various Local Authority leaving care teams. The aim of the network is to provide a joined-up approach to raising the aspirations of Looked After Children and supporting students through the transition to Higher Education.

LJMU's Foundation for Citizenship – exemplifying and strengthening LJMU's civic commitment, the relaunched foundation provides opportunities and support for students and staff to contribute positively to society and to encourage active, informed and responsible citizens. Volunteering is a key element of this work including supporting the University's charitable and cultural partners and undertaking volunteering opportunities in schools in partnership with the Volunteer Centre Liverpool and the Students' Union.

Employer partnerships - LJMU is committed to developing quality degree apprenticeship delivery in areas that meet employer needs and industry skills gaps. LJMU was one of the first UK universities to respond to the new standards for Higher Level apprenticeships. The Degree Apprenticeship model presents diversity of choice for students who want to study as part of an employment contract. The salary and the funding model which supports the costs of the programme, makes the degree apprenticeship study route an attractive option for many individuals who may not otherwise have access to higher education. In addition, outreach programmes such as LJMU's *Law Factor* in conjunction with law firm DWF provide school pupils with the opportunity to engage with employers and the professions.

2.7 Evaluation

LJMU's evaluation strategy continues to evolve and utilises a variety of methods to assess the impact of access, success and progression activities as well as financial support. The University has recently invested in a Research Officer within its Teaching and Learning Academy to support evaluation. A specific priority this year will be to further develop an integrated institutional evaluation plan that covers the whole student lifecycle. This approach will build and expand on current evaluation practices to ensure that impact can be demonstrated across all areas.

2.7.1 Data analysis

Annual analysis of HESA performance indicators and composition of LJMU's student population helps to monitor progress against the targets and milestones and is utilised to inform future strategies and priorities. Detailed analysis of recruitment and admissions data including application and conversion by applicant profile as well as benchmarking against LJMU's competitor group and the sector is undertaken. For example, LJMU utilised data from UCAS to look at applications by gender, low higher participation and ethnic group. The UCAS Multiple Equality Measure showed that in 2017 students from group 1 (lowest probability to enter higher education) were as likely to be accepted at LJMU as students from group 5 (highest probability to enter higher education).

LJMU Webhub, a dynamic academic business intelligence source for the University, brings together data from a range of statutory returns and the Student Information System. Data is available for staff relating to programmes, modules, students, surveys (such as National Student Survey, Destination of Leavers and module appraisal) and applications and targets as well as trend data and benchmarking. This database can be used to track students from targeted group throughout the student lifecycle in order to identify barriers, to inform the objectives of activities and to monitor the impact of success and retention activities.

2.7.2 Evaluation of activities

LJMU adopts a theory based approach to evaluating activity targeted at individuals from underrepresented groups. For example, in delivering its outreach to prospective students, LJMU adopts a framework based on Kirkpatrick's evaluation model focussing on *Reaction, Learning, Behaviour* and *Results*. This evaluation framework is used to demonstrate impact and inform changes where necessary. Outreach programmes have clear objectives for each intervention with standardised evaluation measures in place for different categories of interventions such as pre and post activity questionnaires that show attitudinal change and the learning experience of the individual. Objectives are strategically aligned with LJMU's institutional goals enabling individual activities to be measured against its objective. The University will build on this approach for all activities across the student lifecycle.

LJMU is committed to delivering sustained long-term outreach and therefore it is vital that participants can be tracked through to higher education progression and their performance beyond the point of enrolment. LJMU utilises the Higher Education Access Tracker (HEAT) to evaluate the impact of aspiration and attainment raising activity, providing quantitative metrics which 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 have supported progression to higher education and will support the University in identifying which activities have the most impact.

2.7.3 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 2015-16 to 2016-17 compared to those that did not receive the bursary 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 by 0.5%. This data analysis has been utilised to help inform a current review of financial support for students and its impact on retention. As identified the profile of the students in receipt of financial support also reveals that students in receipt of financial support are also more likely to have other indicators of disadvantage or under-representation in higher education.

Evaluation of the students that received an award from the LJMU Student Support fund in 2016/17 found that 24% felt that without the money they probably would have left their course and 30% 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 97% of those that received an award from the fund in 2016-17 were retained. Monitoring of the protected characteristics of applicants identified that 74% were mature, 11% BME and 14% disabled students.

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 for 2019-20.

2.7.4 Monitoring

An annual assessment of the University's progress in relation to the **Access and participation plan for 2019-20** will be provided in the monitoring return to the Office for Students. This is compiled by the cross-university Access and Participation Working Group that reports to Recruitment Policy Panel and is approved by the Senior Management team of the University and LJMU's Board of Governors, which includes representation from LiverpoolSU. The outcomes of the University's progress are discussed and evaluated at various University committees throughout the year and appropriate action plans are put in place to address any recommendations for improvement or issues.

2.8 Equality and diversity

LJMU is committed to promoting an ethos that safeguards the dignity and wellbeing of everyone and encourages practices that take into account the rights of individuals to be treated with dignity and respect. There is a clear message to prospective and current students that the University will protect equality, dignity and respect for all and this is reflected in the Access and participation plan.

LJMU's Equality, Diversity and Inclusivity Committee, ensures that equality and diversity is formally embedded into the strategic planning and governance of the University. The University operates a policy of zero tolerance towards any form of discrimination and the detailed protected characteristics in the Equality Act 2010. LJMU has built staff and student support networks that serve as social networks, contribute to policy development and raise awareness of equality activities.

There is a clear link between LJMU's Access and participation plan and the institutional work on equality and diversity as exemplified by the following examples of activity:

- **Improving the University's equality and diversity monitoring** in order to evaluate equality statistical data to determine relevant positive action initiatives where appropriate. LJMU's student monitoring data now includes religion or belief and sexual orientation as optional fields as well as a "help area" on the equal opportunities field to explain why the University is collecting the data. LJMU has an established history of collecting equality data for both staff and students and this forms part of the University's monitoring and quality assurance mechanisms which feeds into LJMU's Access and participation plan.
- **Improving the progression and success of BME students.** This has involved LJMU's Teaching and Learning Academy working with programme leaders to support the improvement of good honours rates of BME students as well commissioning

research to further identify the reasons for the ethnicity attainment gap. Facilitated through focus groups the research was based on a student's subjective assessment as to why the gap might exist. The research was supported by statistical analysis and the outcomes and recommendations have been discussed at Equality, Diversity and Inclusivity Committee and are being taken forward.

- **Ensuring that staff and students undertake the University's online equality and diversity training as part of their development and induction**, to create a respectful and aware community.
- **Raising the profile of equality and diversity issues within the University** by commemorating specific equality and diversity themed days.
- **Let's Talk Disability and Mental Health: Small Details Undermining Big Diversity Policies conference** in April 2018 bringing together experts in the field of disability equality, mental health and wellbeing to debate the key issues.

Additionally, subsequent to national guidance from Universities UK, LJMU has been reviewing the provision of support to students who may experience sexual violence, hate crime or harassment whilst studying. Considerable work is being undertaken in this area following successful collaborative bids to both the Association of Managers of Student Services in HE (AMOSSHE) and to the HEFCE Catalyst Fund. The objective of this work is to seek student opinion on the type of support and safeguarding mechanisms they want on campus and to ensure that the University environment continues to be a safe place to study and live. The Strategic Management team of LJMU has established a Steering group to provide oversight of this work and to ensure a positive effect on the student experience.

In accordance with University policy, an Equality Impact Assessment has been carried out on LJMU's Access and participation plan

2.9 Student consultation and engagement

In order to deliver an academically engaging and supporting 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 2017 NSS with above sector performance in survey items relating to the *Student Voice* and *Sense of Community*.

There is a positive working relationship with LiverpoolSU 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 that supports the development of LJMU's plan and monitoring also includes representation from LiverpoolSU.

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. Students are now involved at every level of programme monitoring, review, validation and revalidation. Students were also involved in helping to develop LJMU's new e-learning resource, *Career Smart*, to help ensure maximum reach in the student community.

LiverpoolSU are now operating from mini-sites based in each campus building in order to be closer to students. This new model has enabled them to speak to students on a range of topics that feed into University plans and discussions.

In addition, LJMU carries out regular research with prospective students and other influential stakeholders such as parents, regarding its Higher Education offer and experience as well as surveying students throughout their programme of study and post-graduation. The University has also established a number of critical friend groups with students, ensuring that services are developed around student requirements, particularly in relation to the support offered through the Careers team and Library Services.

3 Access, student success and progression measures

3.1 Access

LJMU delivers a variety of activities that support access to higher education. The University has developed strong links with schools, colleges and communities over a number of years working in partnership to support individuals and the school sector in the region as a whole

3.1.2 Outreach

LJMU has a long-established and successful history of outreach activity designed to raise aspirations and attainment and encourage students from underrepresented groups to apply to higher education. All outreach activity is carefully planned and targeted based on a range of internal and external information sources and analyses. This includes UCAS data and research, HEFCE performance indicators, GCSE and A level attainment data, the higher education participation rates of learners from schools and colleges and LJMU's own institutional monitoring and research.

Given that the University is based within an area of high deprivation and the high percentage of students from the Liverpool City Region, widening participation outreach is largely targeted locally. The examples detailed below illustrate the range of activity delivered which is ultimately designed to raise aspirations and attainment to support entry into higher education for underrepresented groups.

Sustained outreach programme – *Dream, Plan, Achieve*

Dream, Plan, Achieve is LJMU's longer-term, targeted and sustained outreach programme that works with potential applicants over a number of years to support progression through key stages 3 to 5 with the aim of improving access and participation in higher education.

LJMU has invested substantial resource in this programme to deliver over 200 interactions each year directed at 7,500 pupils. The University delivers this programme with local schools identified as those with a high proportion of students on free school meals and learners from low participation neighbourhoods. Working with pupils from Year 7, the schools are active partners in the programme and identify cohorts of pupils to take part based on additional widening participation criteria stipulated by LJMU. Work with the younger years is focused on attitudinal change including confidence building and learning about and believing that higher education is accessible to them as individuals. From year 9 the programme works with individuals to support improvement at key stage 4. Learners who are borderline in relation to achieving the baseline GCSE grade are targeted to help close the gap in attainment between the identified disadvantaged cohort and the general

school population. Participants in this programme are prioritised for other LJMU outreach activities such as subject taster days and bespoke projects such as the Law Factor delivered in partnership with law firm DWF and LJMU's recently launched Saturday Clubs through the Sorrell Foundation.

To further support the students in achieving their ambitions, LJMU is looking to develop the *Dream, Plan, Achieve* programme further by introducing a preferential admissions offer for those who have been involved and apply to LJMU.

Student advocates

LJMU employs over 100 student advocates to support outreach activities and act as good role models for learners. Student advocates devise and deliver their own subject taster sessions, provide shadowing opportunities, mentor learners and assist with campus tours and taster days. The sustained use of student advocates is a critical element of LJMU's widening participation work and building the evidence to demonstrate the role they play in supporting attainment of pupils is currently being evaluated.

Mentoring

Recognising that underperformance at key stage 4 impacts significantly on access to higher education, LJMU delivers a mentoring programme specifically aimed at improving academic attainment and to support and encourage an individual who needs it the most at a pivotal interchange in their life. For example, *Mentor Me*, is an LJMU programme for young people in care with objectives to improve self-confidence, raise aspirations and improve attainment through monitoring of GCSE performance. Mentees are identified through partnership with schools and local authorities and are paired with LJMU student advocates who provide one to one support with a pastoral and academic emphasis over a period of 10 weeks to support admission to university. This programme is further sustained by keeping the individuals engaged through the Brightside on-line mentoring platform beyond the initial 10 week period. The institutional mentoring delivered is complemented by an LJMU led collaborative *Shaping Futures* funded project specifically focussing on raising attainment of GCSE Maths for those in areas of low participation.

Summer residential programme

Research by the Sutton Trust demonstrates the impact that university summer schools can have on higher education progression and social mobility more broadly. In terms of progression, disadvantaged summer school participants are, on average, over twice as likely to be accepted to higher education as similarly disadvantaged people who do not participate in such activity. LJMU's summer residential programme provides the opportunity for over 200 students from underrepresented groups to attend a summer school to help raise aspirations and to gain experience of higher education and student life. Recruitment is carried out via LJMU's large network of school and college contacts, with schools in areas with particularly low participation specifically targeted. LJMU is committed to tracking the success of these programme both in terms of monitoring applications to higher education and gaining access to a participant's university of choice.

Mature student outreach

To support access to higher education for mature learners, LJMU works with local FE 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.

3.1.3 Pathways to higher education

LJMU offers a range of pathways to support access to higher education. This includes the expansion of degrees with a foundation year across a broader range of subject areas as well as providing articulated progression from partner colleges. The University has also been at the forefront of degree apprenticeship development across a growing number of disciplines providing a more flexible, work-based route for students, including those that may have family or other commitments. Of the 139 new degree apprenticeship students since September 2017, 34% are aged 24+ and 76% are male.

3.1.4 Wider partnership work with schools

As a provider of Initial Teacher Training programmes (including School Direct consortia) and ongoing development for teachers (including both professional and accredited programmes), LJMU contributes to improving school attainment. This is further enhanced through educational partnerships with local authorities, schools and professional subject associations that combined with ongoing research and consultancy contributes to raising school attainment. Staff and student volunteers support local schools and colleges through governorship, assisting with reading and numeracy and acting as mentors to improve attainment. The University currently supports over a 1,000 pupils through sustained volunteering work.

LJMU also offers access to its facilities and provides teaching resources to support schools. The Geography programme team, for example, has provided teaching resources to support the A level curriculum and complemented this with visits to the University. LJMU's National Schools' Observatory (NSO) provides free access for UK schools to the world's largest robotic telescope that is owned and operated by LJMU. 10% of the professional telescope time is dedicated to use by schools and engages around 4,000 teachers and students annually. The NSO also leads in local astronomy outreach to generate wider interest in STEM subjects, engaging with approximately 5,000 students and the general public annually, and providing regular teacher professional development courses

3.2 Success

The transition to successfully entering and remaining within Higher Education is a difficult and complex process for many students. A review of LJMU's support mechanisms takes place each academic year to ensure that the University is providing the appropriate and timely assistance needed for individual and groups of students.

The University provides a range of post-entry support to students both at a Faculty level and via central professional service teams. This support is available throughout the student life cycle from transition to graduation.

Teaching and learning

Academic Board approved an **Inclusive Practice Strategy** in 2016. This focuses on the notion of an inclusive curriculum, moving away from using reasonable adjustments to address additional needs to an approach concentrating on the whole student body. This is achieved through learning that is student-centred, interactive and engaging, together with ensuring that materials, resources, and examples positively reflect the diverse backgrounds of the University's student body. This strategy underpins the revised Teaching, Learning and Assessment Strategy, International Strategy Statement, Disability Framework, and revised Equality and Diversity Objectives.

For the academic year 2017-18 LJMU introduced the **Continuous Monitoring and Enhancement (CME)** process to monitor, review and ensure the continued alignment of its taught provision to UK threshold standards, and the University's own standards, as well as for regularly reviewing programmes to see how they can be developed to further enhance the student experience. The benefit of the process is that it enables information to be responded to in a timely manner, facilitating continuous reflection and enhancement rather than the former annual monitoring process. Students are also fully engaged in the continuous monitoring of their programmes via Boards of Study.

In 2017-18, the University implemented a new **virtual learning environment**. The new system is fully mobile compatible and designed to be accessible on a full range of personal devices. It also integrates with widely used e-learning products and social media and the 'lecture capture' facility that has been adopted across the university to support student learning. The University has invested in a 24/7 helpline to ensure that students can access support whenever and wherever they need it. Academic engagement with the system has been high, with the increased capacity for learner analytics being identified by academics as having the most impact on supporting student learning.

In 2016-17, the Library incorporated academic skills into its portfolio. This has been an area of strategic investment for the University. Branded as **Skills@LJMU** the service offers one to one sessions, one to many workshops, and online academic skills support. During the 2016/17 academic year, 1,277 sessions were delivered to over 5400 students including 617 on a one to one basis. An Academic Achievement Manager and three additional full time tutors were appointed in 2017 to support growing demand. In addition, the University has invested in two new digital classrooms to further enhance its academic skills offer.

To ensure that students receive a personalised learning experience LJMU has made significant investment in the recruitment of new academic staff. More than 150 new academic posts have been created in the last three years. This has resulted in our student to staff ratio improving from 22:1 to 18:1.

LJMU's *Personal Tutoring Policy* ensures that every student has the opportunity each semester to participate in an individual personal development planning review. Although the focus may differ at each level of study, the emphasis is on individuals reflecting on their learning. The University supports the Personal Tutor role including signposting resources and an online appointment-booking system accessible through the student portal,

MyLJMU. Tutors support student progress and identify personal/professional development opportunities. They can also refer students to a wide range of specialist support services as required.

Specialist support services

The Student Advice and Wellbeing (SAW) team provide extensive guidance, advice and support services in relation to accommodation, health, and well-being. Tailored support is also provided for mature students, care leavers, students with dependents, and those with disabilities. In 2016-17, the University invested in ten campus-based posts to support student engagement and achievement. The **Student Engagement Officers** work closely with academic staff to identify and support students who are struggling with their studies, whether that is a result of academic concerns, homesickness, financial problems or mental illness.

In addition, the University has introduced bi-annual Directed Study Weeks providing a range of activity in the areas of academic study support, student life skills, career support and tactics and cultural events in the city.

LJMU recognises that a lack of financial capability can negatively impact on students' wellbeing and also their retention. The University continues to offer a range of activities to equip students with the necessary skills to manage their finances including one to one support and guidance for all students relating to their funding and financial confidence. LJMU is looking to develop an online financial capability module to complement this support.

Following Government changes to the Disabled Students Allowance in 2016-17 the University developed a **disability framework** identifying the way in which it will approach the changes and the implications for the institution. The framework included the development of facilities and good practice for disabled students and recommendations for staffing to be responsive to student need. A new Disability Policy has been developed detailing for staff, students and other stakeholders the assistance that LJMU will provide to anyone needing additional support.

LJMU provides a dedicated Disability Assessment Centre, where an independent assessment of students' needs is delivered by an external company in a timely and proactive way. Monitoring of the protected characteristics of students accessing support services is achieved using the University's integrated student records and case management systems.

LJMU has worked in collaboration with the University of Liverpool to ensure the provision of **chaplancy** across both universities. The aim is to ensure that the development of chaplancy is representative of the student body in Liverpool and that provision has now moved beyond a Christian based approach. In 2016 LJMU appointed a Jewish Chaplain to work alongside the Anglican, Catholic and Methodist Chaplains currently engaged and a Muslim Adviser was appointed in 2017.

LJMU is committed to supporting students coming to university from local authority care and employs a dedicated member of staff within Student Advice and Wellbeing Services to lead in this area. As well as providing a wide range of practical support to this group of students, the University will pay a bursary of £1,500 per year to help **care leavers** with their living costs. Prior to the end of the Higher Education Quality Mark, Buttle UK commended LJMU for the exemplary level of support offered to care leavers studying at

the University. The University is also an “early adopter” of the new Care Leavers Covenant in recognition of its advanced level of provision for this group of students. Special admissions consideration is also provided to care leavers.

The University also offers the same level of support to **students that are estranged from their families** as LJMU recognises that these students can often be the most vulnerable as they do not have the support of either social services or their families. The University is in the fifth year of a partnership with the Unite Foundation to provide 15 scholarships to some of the most vulnerable estranged young people who have been homeless or living in supported lodgings prior to the commencement of their studies. A close working relationship with the national charity StandAlone enables LJMU to continue to develop its provision as a sector leader in this area.

LJMU has collaborated with the Carers Trust and Barnardos to work at both a national and regional level to develop its provision for **Young Adult Carers**. Young Adult Carers studying at LJMU are able to access tailored advice and guidance from a dedicated member of staff within Student Advice and Wellbeing Services. In addition, the University offers a non-means tested cash bursary to Young Adult Carers to assist with living costs during their studies.

3.3 Financial support

LJMU recognises that financial support for students from lower income backgrounds is important in contributing towards the retention and progression of some students as well as allowing them to engage more fully with student life. According to feedback from LiverpoolSU a key factor of this financial support is that it potentially reduces the number of hours that students need to work while studying full-time. In the University’s 2017 graduation survey, 36.5% of graduates stated that they had worked part-time while studying at University and 35.7% stated they had worked full-time while studying at University.

The University remains committed to ensuring that all students that are able to participate in higher education can do so regardless of their financial circumstances and provides a holistic approach to financial support to aid retention and progression. In 2019-20 the University plans to invest £4.6 million in financial support including hardship funds.

Financial support offered in 2019-20 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. Home students will need to meet the residency requirements for student support as defined by the Department for Education and includes students from England, Scotland, Wales and Northern Ireland but excludes the Channel Islands and the Isle of Man.
- **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.

- **Scholarships** – LJMU will continue to invest its current fee income in a variety of scholarships rewarding both academic and community excellence that are available to all undergraduate, full-time, home and EU students only. Based on LJMU's current student population LJMU will continue to count a proportion of its scholarship expenditure within its financial support to underrepresented groups.
- **Student Support fund** – the University will allocate £750,000 in 2019-20 to a student support fund. 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.
- **Go Global fund** – this is a new initiative introduced in 2015-16 aimed at encouraging and assisting LJMU students to benefit from international experiences worldwide. Financial support in the form of a grant between £100 and £1,500 is offered to students undertaking international projects and activities outside of their core programme of study.

3.4 Employability and progression

A key point of differentiation for LJMU is seeking to develop distinctive graduates that will be highly successful in the knowledge-economy. The University believes that as well as embracing a social objective of equality and fairness, widening participation must also have an economic benefit through the creation of a more skilled workforce and preparing students to be successful post-graduation. As a university with a strong tradition of widening access, LJMU fully recognises the needs and expectations of both students and employers to deliver high quality and “employable” graduates into the workforce and that this is dependent on a wide range of skills beyond academic ability.

LJMU is a partner in a HEFCE-funded **Learning Gain** Project focusing on Careers Registration. At the point of registration each year LJMU students answer questions about their career readiness and use of career development services. This rich information about levels of preparedness and engagement informs discussions with academic colleagues and the design of Faculty and School Careers and Employability plans. Teams led by a Careers Adviser meet monthly to resource and continuously improve the plan. This has transformed practice and allows for more personalised and tailored provision and just-in-time interventions. This approach is also informed by data captured from the annual Graduation Survey that harvests information from 90% of students about perceived skill and attribute development and level of preparedness for obtaining a highly skilled job.

Career support in the curriculum has been re-visioned focusing attention on digital delivery to achieve maximum reach into the student community. First year students enrolling in 2017-18 engaged in an exciting new e-learning resource called **CareerSmart** which was developed in conjunction with students, alumni, academics and employers. Qualified careers advisers, trainers and employability advisers, in conjunction with Skills Support Officers in the Faculties, are responsible for guiding and supporting students through the programme and delivering a range of career development resources. The University further invested in new Career Zones in key campus buildings to offer a daily ‘drop-in’ service for students and to position core career development provision at the heart of the student experience. Every new student receives a school-focused Career Planning Guide, tailored mini-careers guides and subject specific career insights as well as access to online career resources and job vacancies. The Careers team is also responsible for engaging

alumni to support student employability and for co-ordinating and supporting employer engagement and links across the University for work-related learning.

All LJMU undergraduate programmes have been validated for **study abroad**, where students are able to spend a semester or a year at dedicated host universities through student exchange programmes. Students also have the opportunity to go abroad on non-credit bearing activities through the Go Global scheme. Over the past two years 278 students have benefited from an outward mobility opportunity and 40% of these were from lower socio-economic groups (household income £25,000 or less).

The Careers team recognises that not all students are able to access their career development and support activities in the same way. The protected characteristics of students are now being recorded before each career-related session. This is an outcome of the work delivered with the Equality Challenge Unit. A new E-guidance system has been licensed and Skype facilities created to provide students with a more accessible way to interact with the services offered, particularly students who need to work part-time or have parental or carer responsibilities. In conjunction with LiverpoolSU, specific bespoke career development sessions are also being offered to mature students and students who are parents. Engagement with careers and employability provision is collected annually and enables the University to target support where required.

In parallel with this activity are programmes to encourage **entrepreneurial skills** and schemes to identify student business opportunities, which can lead to the establishment of a successful trading company. The Centre for Entrepreneurship employs a team of professionally accredited business advisers and a Start-Up Network and connects entrepreneurial students and new students businesses to the local business community.

The University is also enhancing other work-related opportunities including the expansion of the LJMU funded **Career Accelerator Internship programme**. The University now funds 250 internships for primarily level 5 students (and level 6 and postgraduate students where appropriate) and is also offering graduate placements for unemployed graduates.

The University also funds **Curriculum Enhancement Student Internship projects** across the institution. Originally, projects just ran over the summer months but in the last two years the programme has been expanded with projects running during semester-time. In the last two years (including up to the end of this academic year) in the region of 70 projects will have been funded with over 150 LJMU students employed as student interns through this programme. Undertaken by academic staff working with the student interns, projects focus on curriculum enhancement or related aspects of the student experience such as induction, transition, teaching, learning and assessment and Personal Development Planning. Projects benefit from the input of a student perspective and student interns gain significant experience from working alongside academic staff in undertaking the project.

LJMU recognises that the cost of postgraduate education can be a barrier for students considering undertaking a postgraduate programme of study, especially students from disadvantaged groups. The University is offering all alumni a reduction in the tuition fee for a higher degree programme irrespective of when they have graduated.

Unlike many other Universities that typically offer graduates careers support for up to three years after graduation, LJMU offers graduates lifelong access to careers support. Career development activities and events are routinely promoted via Alumni Relations.

4 Investment

As identified, LJMU has a high proportion of underrepresented students as evidenced by a variety of measurements and indicators of access performance. The University is above the HESA performance benchmarks for attracting students from widening participation backgrounds. Its success in this area is also reflected in the number of students from lower socio-economic backgrounds. For planning purposes it has been assumed that approximately 45% of students in receipt of financial support from LJMU will be from lower income backgrounds or other under-represented groups.

The University is projected to spend 21.8% of its fee income above the basic rate on access measures in 2019-20. This includes outreach activity, investment in retention strategies and initiatives that improve the employability and success of LJMU graduates.

2019-20	£	% of higher fee income
Higher fee income		£51,696,846
Access investment	920,789	1.8%
Success investment	4,577,808	8.9%
Progression investment	1,195,438	2.3%
Investment in financial support	4,595,936	8.9%
Total investment	11,289,970	21.8%

Additionally the University will invest a further £17.8 million in access and participation beyond the fee income investment.

5 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 LiverpoolSU, information for prospective students on fees and funding via the University's website and its Applicant Guide for entry in 2019 entry. All information provided on financial support will include eligibility criteria and 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 which outlines 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 LiverpoolSU, 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 for 2019 entry will clearly state that it is subject to approval by the Office for Students until this plan is approved. It will also state, where appropriate, that the information is subject to parliamentary approval.

* course type not listed.

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

Please enter inflationary statement in the free text box below.

The University reserves the right to increase fees up to the maximum permitted by law or government policy in the second and subsequent years of a course. Generally, fee increases are linked to RPI-X inflation (Retail Price Index excluding mortgage interest payments).

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		*
Franchise full-time course type:	Additional information:	Course fee:
Foundation degree	10002767 The Greenbank Project	£9,250
First degree		*
Foundation year / Year 0		*
HNC / HND		*
CertHE / DipHE		*
Postgraduate ITT		*
Accelerated degree		*
Sandwich year		*
Erasmus and overseas study years		*
Other		*
Part-time course type:	Additional information:	Course fee:
First degree		£6,935
Foundation degree		*
Foundation year / Year 0		*
HNC / HND		£4,625
CertHE / DipHE		*
Postgraduate ITT		*
Accelerated degree		*
Sandwich year		*
Erasmus and overseas study years		*
Other		*

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

Reference number	Stage of the lifecycle (drop-down menu)	Main target type (drop-down menu)	Target type (drop-down menu)	Description (500 characters maximum)	Is this a collaborative target? (drop-down menu)	Baseline year (drop-down menu)	Baseline data	Yearly milestones (numeric where possible, however you may use text)					Commentary on your milestones/targets or textual description where numerical description is not appropriate (500 characters maximum)
								2018-19	2019-20	2020-21	2021-22	2022-23	
T16a_01	Access	State school	HESA T1a - State School (Young, full-time, first degree entrants)	Maintain LJMU's current strong position against sector benchmark and location adjusted benchmark	No	2014-15	96.6%	97.5%	97.5%				
T16a_02	Access	Socio-economic	HESA T1a - NS-SEC classes 4-7 (Young, full-time, first degree entrants)	Improve LJMU's current strong position against sector benchmark and location adjusted benchmark	No	2013-14	41.8%	N/A	N/A	N/A			Target discontinued due to changes in NS-SEC classes
T16a_03	Access	Low participation neighbourhoods (LPN)	HESA T1a - Low participation neighbourhoods (POLAR3) (Young, full-time, first degree entrants)	Improve LJMU's current strong position against sector benchmark and location adjusted benchmark	No	2014-15	18.6%	19.3%	19.5%				
T16a_04	Access	Low income background	Other statistic - Low-income backgrounds (please give details in the next column)	Current system financial support recipients (low household income and other under-represented groups)	No	2014-15	45%	45%	45%				Updated description to reflect reporting in monitoring return 2015/16
T16a_05	Access	Ethnicity	Other statistic - Ethnicity (please give details in the next column)	% of OFFA countable students BME	No	2014-15	10.8%	10.3%	10.3%				
T16a_06	Access	Care-leavers	Other statistic - Care-leavers (please give details in the next column)	Number newly recruited	No	2014-15	33	37	38				
T16a_07	Student success	Multiple	Other statistic - Completion/Non continuation (please give details in the next column)	Increase the number of first degree entrants who continue or qualify	No	2014/15	90.4%	92.9%	92.9%				T3a - 5 is young entrants continuing in HEP
T16a_08	Student success	Low participation neighbourhoods (LPN)	Other statistic - Completion/Non continuation (please give details in the next column)	Increase the number of first degree entrants from LPN who continue or qualify	No	2014/15	88.5%	90.6%	90.7%				T3b - 5 is young entrants continuing in HEP (Polar3)
T16a_09	Student success	Mature	Other statistic - Completion/Non continuation (please give details in the next column)	Increase mature full-time first degree entrants who continue or qualify	No	2014/15	87.2%	90.4%	90.5%				T3a - 5 is mature entrants continuing in HEP
T16a_10	Progression	Multiple	Other statistic - Other (please give details in the next column)	UK, full-time, first degree graduates in employment and /or study (Positive outcomes)	No	2013-14	92.9%	94%	94.25%				
T16a_11	Access	Mature	HESA T2a - (Mature, full-time, all undergraduate entrants)	Maintain LJMU's current strong position against sector benchmark and location adjusted benchmark	No	2014-15	20.8%	21.9%	21.9%				Mature students with no previous HE experience from LPN. (POLAR3)
T16a_12	Access	Disabled	Other statistic - Disabled (please give details in the next column)	% of disclosures	No	2014-15	7.4%	9.3%	9.3%				
T16a_13	Access	White economically disadvantaged males	Other statistic - Socio-economic (please give details in the next column)	% of Young, white male entrants, on full time, FD courses, from Quintile 1	No	2014-15	16.3%	16.6%	16.7%				

Table 8b - Other milestones and targets.

Reference Number	Select stage of the lifecycle	Main target type (drop-down menu)	Target type (drop-down menu)	Description (500 characters maximum)	Is this a collaborative target?	Baseline year	Baseline data	Yearly milestones (numeric where possible, however you may use text)					Commentary on your milestones/targets or textual description where numerical description is not appropriate (500 characters maximum)
								2018-19	2019-20	2020-21	2021-22	2022-23	
T16b_01	Progression	Multiple	Other (please give details in the next column)	Students participating in the World of Work Skills Certificate/CareerSmart programme	No	2013-14	7000	6500	6750	7000	7250	Description and figures updated to reflect the introduction of the CareerSmart programme from 2017/18 and the focus on career readiness. The World of Work Skills Certificate will be phased out, however, all level 4 students will continue to be offered mandatory engagement with curriculum based career development and planning through the CareerSmart self-directed e-learning tool. The number of level 4 students is predictable as the programme is mandatory in this year. Thereafter engagement is voluntary for the students. The indicative targets reflect this.	
T16b_02	Access	Multiple	Outreach / WP activity (other - please give details in the next column)	Tailored progression curriculum to targeted individuals across years 7-13 in Liverpool City Region to raise aspirations and attainment	No	2013-14	19 schools	19 schools	19 schools			210 interventions per year directed at 7,500 local pupils from under represented groups	
T16b_03	Access	Multiple	Outreach / WP activity (other - please give details in the next column)	Raise aspiration and attainment and provide IAG to secondary school pupils from under represented groups	No	2013-14	200 Schools	240 schools	250 schools			Will include 650 outreach activities per year by 2018-19 and beyond.	
T16b_04	Access	Multiple	Outreach / WP activity (other - please give details in the next column)	Encouraging technical and professional routes into HE	No	2013-14	20 colleges	24 colleges	25 colleges			This will see an increase in outreach activities from 40 in 2015-16 to 60 in 2019-20 and beyond. Change in description to technical and professional routes rather than vocational routes.	
T16b_05	Access	Mature	Outreach / WP activity (other - please give details in the next column)	Work with mature learners to help increase level 4 skills	No	2013-14	20 colleges	24 colleges	25 colleges			This will see an increase in outreach activities from 40 in 2015-16 to 60 in 2019-20 and beyond.	
T16b_06	Access	Multiple	Outreach / WP activity (other - please give details in the next column)	Engaging student advocates in WP outreach activities	No	2013-14	40 students	75 students	80 students			This target means more students will benefit from gaining essential skills for future employment	
T16b_07	Access	Care-leavers	Outreach / WP activity (other - please give details in the next column)	Attainment and aspiration raising initiatives specifically targeted at pupils who are LAC	No	2013-14	30 pupils	55 pupils	60 pupils			5 events each will take place on campus and in schools targeting this under represented group	
T16b_08	Access	Attainment raising	Outreach / WP activity (other - please give details in the next column)	Improving attainment and aspirations by supporting pupils through student and staff volunteering	No	2013-14	850 pupils	1150 pupils	1200 pupils			Volunteering will support attainment raising in primary and secondary schools through mentoring	
T16b_09	Access	Multiple	Outreach / WP activity (other - please give details in the next column)	Outreach in targeted primary schools that feed into progression curriculum secondary schools	No	2013-14	10 schools	14 schools	15 schools			Raising awareness of HE opportunities to primary age children in schools where pupils will progress to secondary education in one of LJMU's progression curriculum schools	
T16b_10	Access	Multiple	Outreach / WP activity (summer schools)	Summer schools for secondary school/college pupils from the local area	No	2013-14	200 pupils	280 pupils	300 pupils			At least 3 subject themed summer residential events aimed at raising aspirations to be held each July	
T16b_11	Access	Multiple	Outreach / WP activity (collaborative - please give details in the next column)	Widening participation activity delivered in collaboration with othe HE and FE providers	Yes	2013-14	3 other providers	9 other providers	9 other providers			LJMU is a partner in the Merseyside National Collaborative Outreach programme, Shaping Futures, currently funded to July 2019	
T16b_12	Access	School sponsorship	Strategic partnerships (eg formal relationships with schools/colleges/employers)	Sponsorship of a Multi-Academy Trust	Yes	2016-17	No sponsorship	1 MAT	1 MAT	1 MAT	1 MAT	Currently in early discussions in relation to the sponsorship of a Multi-Academy Trust for schools in the Merseyside City Region	