# Leeds Trinity University

## Access and participation plan 2024-25 to 2027-28

## 1. Introduction and strategic aim

**1.1** At Leeds Trinity University (LTU), we provide a learning environment which is stimulating, stretching, engaging and underpinned by a moral commitment to our students which supports their opportunity to succeed, regardless of their background, protected characteristics or identity. We recognise that there are risks to specific groups of students having equality of opportunity, both in our local context and within the higher education sector more broadly. This Access and Participation Plan (APP) identifies, through an examination of our student data and sector research, groups at risk of not having equality of opportunity in our context and sets objectives, intervention strategies and activities to mitigate those risks.

**1.2** LTU is a career-driven and inclusive university; we emphasise social justice as an integral component of our provision, and this is rooted in our Catholic heritage. Since obtaining degree awarding powers in 2009 and university status in 2012, LTU as a community has developed a diverse, inclusive relational approach to teaching and learning.  In 2021-22 LTU had 10,570 full time Undergraduate (UG) students studying across our core campus and franchise partners and including provision which ranges from undergraduate, to postgraduate and apprenticeships. We have a diverse population which includes 51% of students identifying as Asian, Black, Mixed or Other Ethnicities (ABMO) and an increasing proportion of our students are from areas of greater socio-economic deprivation, with 45% from the lowest quintile in the Index of Multiple Deprivation (IMD).

**1.3** The University's Strategic Plan (2021-2026) sets out our mission to be a diverse, inclusive, and welcoming university for all students, offering an environment in which they can flourish, develop, and find wholeness in their work and world. Our mission includes ensuring leadership and governance that promotes social solidarity and the Common Good through a commitment to social justice within an ethos that every student is a 'name, not a number.' This mission and ethos set LTU on a course to empower students, improve communities and allow students to fulfil their personal and professional potential as future employees and community members shaping the future beyond the realms of our community. In alignment with this ethos, the recently established Office of Institutional Equality (OIE) has developed LTU's Equity, Social Justice, and Belonging

Strategy 2022- 2026, which is focussed on addressing the differentiation in experience and outcomes of our students and supporting an environment in which all students can thrive.

## 2. Risks to equality of opportunity

**2.1** We have undertaken an assessment of performance using data from the OfS dashboard, our internal student data and research on access and participation from across the sector to inform the priorities for this APP (Annex A). This assessment of performance has identified key areas of strength, such as high levels of access for underrepresented groups, particularly on franchise courses, as well as areas where we need to improve outcomes for students and address unequal outcomes between groups of students. For the differential outcomes we identified, some have led to targets and interventions within this APP and others have evolved into a commitment to monitor or carry out further investigation so that we can introduce appropriate interventions at a later stage. In this section, we set out, for each stage of the student lifecycle, what *risks to equality of opportunity* we have identified through our assessment, and which risks we intend to address through our intervention strategies later in this plan.

**2.2** Many students do not experience equality of opportunity throughout the student lifecycle be that in access, participation, and success. In accordance with the OfS' Equality of Opportunity Risk Register (EORR) we have used our assessment of performance and knowledge of our context, to identify which risks are likely to be relevant for LTU and our students. Section 3 sets out how we intend to mitigate these risks through our interventions.  The 12 sector-wide risks that may affect a student's opportunity to access, succeed or progress in higher education (OfS, 2023a) are shown below (Table 1):

| **Access Risks to Equality of Opportunity** | |
|---|---|
| | **Risk 1** - Knowledge and Skills |
| | **Risk 2** – Information and Guidance |
| | **Risk 3** – Perceptions of Higher Education |
| | **Risk 4** - Application Success Rates |
| | **Risk 5** – Limited Choice of Course Type and Delivery Mode |

| Success Risks to Equality of Opportunity | **Risk 6** – Insufficient Academic Support <br> **Risk 7** – Insufficient Personal Support <br> **Risk 8** – Mental health <br> **Risk 9** – Ongoing Impact of Coronavirus <br> **Risk 10** – Cost Pressures <br> **Risk 11** – Capacity Issues |
|---|---|
| Progress Risks to Equality of Opportunity | **Risk 12** – Progression from Higher Education |

*Table 1: Risks to Equality of Opportunity, as set out in the EORR*

## Risks to Access

**2.3** Our assessment of performance revealed low levels of disability disclosure among LTU students, notably within our franchise provision (see Annex A). Evidence indicates that disabled students face more challenges in accessing higher education compared to their non-disabled peers (TASO, 2023). Variation in approaches to data and evaluation across franchise partners have previously hindered our ability to determine whether this issue stemmed from low entry rates or low early disability disclosure rates, both of which have implications for the support students can and do access during their academic journeys. We therefore collaborated with our partners to review data collection, analysis methods, and admissions processes, to identify potential risks to equality of opportunity and devise actions to mitigate them. In accordance with our agreement with the OfS, this work was completed within 12 months of the initial submission of our plan.

**2.4** The review was facilitated by a newly formed Partner Equity Group, comprising of colleagues from franchise partner institutions and LTU departments. The findings, alongside sector-wide evidence on the experiences of disabled students, highlighted the following risks to equality of opportunity that must be addressed by LTU and partner institutions: disabled students may feel unable to apply to higher education, despite being qualified; disabled students may not receive sufficient personalised academic and non-academic support to achieve a positive outcome; and disabled students may not experience an environment that is conducive to good mental health and wellbeing. In December 2024, we submitted a variation request to the OfS seeking approval to update our plan to include a new objective, target and intervention strategy (see IS1) to mitigate the identified risks.

**2.5** We have identified that we have low numbers or are unable to identify numbers of specified underrepresented groups entering LTU. These include refugees and asylum seekers; students with statements of special educational needs; care experienced students; criminal justice experienced students; estranged students and students from Gypsy, Traveller, Roma, Showmen and Boater communities. Due to our institutional social justice mission, commitment to institutional equity, and social responsibility to the most vulnerable members of communities both inside and outside of our institution, we have determined that we want to build on our positive record on access to HE. This has led to specifically targeting our access work at those groups most likely to face access risks, for example care experienced students and students assessed as having special educational needs to mitigate risks such as low application rates and low progression rates to higher education. External research (e.g. Stevenson et al., 2020; Darke, 2016; Dryden-Peterson 2010; Loxely & Finnegan, 2021) and the OfS encouragement of higher education providers to 'develop, enhance and expand their partnerships with schools and other local organisations in order to help raise the attainment of young people from underrepresented groups across England' (OfS, 2023b) has informed our choice of target groups for access activity in intervention strategies 2 and 3. This approach fits within the ethos and values of LTU's strategies, and our commitment to use our resources to help those in our community most affected by inequalities.

**2.6** Due to our broad range of provision, including Foundation Degrees, Apprenticeships and top-up professional practice qualifications, risks to the sector around course offer are not identified to be a risk in our context. Our Schools and Colleges Engagement Team, and our collaboration with our local UniConnect partnership, Go Higher West Yorkshire, provides support for HE progression to young people, carers and advisors, and employers across West Yorkshire and we are confident in this approach to supporting our access work.

### Risks to Continuation

**2.7** We have identified that continuation across our whole student population has reduced to 78.45% for 2020/2021 entrants. Whilst recruitment of widening participation students, including within our franchise partners, is a strength (other than students with recorded disability - as highlighted previously); our assessment of performance demonstrates we have work to do in improving continuation. This will be a focus of objectives and intervention strategies 4 & 6, which aim to develop belonging and directly challenge racial inequities.

**2.8** Our assessment of performance has identified gaps in continuation affecting mature students, ABMO students, male students, and particularly those with intersections of these characteristics such as male ABMO students. Overall, males not continuing at a commensurate level to females at

LTU has resulted in a persistent gap for the past 5 years, therefore we feel it is appropriate to focus on sex as a distinct characteristic, in addition to age and ethnicity. Intersections between sex, age and ethnicity are not always the same (e.g. variation between different franchise partners) and so an overall focus on each individual group ensures that, for example, male students remain a priority in activities that cut across disciplines, locations and groups. Looking at intersections of characteristics, sex has been, and continues to be a persistent factor indicating its significance and the necessity of activity. These gaps have led us to set targets around continuation rates for students with these characteristics. Our intervention strategies and consequent activities will incorporate students across our LTU community, as well as targeted interventions, to improve outcomes for these groups.

## Risks to Attainment

**2.9** At LTU, the ABMO - white awarding gap was 13.1 percentage points in 2021-22, wider than the sector gap of 11pp, (reflective of a widening gap across the sector in that year) and wider than at any point in the past 5 years, despite having narrowed slightly in 2020-21. The greatest awarding gaps are apparent between white students and mixed, Asian and other ethnicities. We have also identified intersections between ethnicity, sex and age, with lower awarding rates for young ABMO and male ABMO students. Eliminating the awarding gap remains an important area of focus and is core to our commitment to be an anti-racist university. We have therefore set objectives to directly challenge racism and racial inequity to improve continuation and attainment outcomes for ABMO students (objective 4), to focus on curriculum revision and academic practice (objective 5), and to develop sense of belonging for students with individual and intersecting characteristics of ethnicity, sex and age (objective 6).

## Risks to Progression
**2.10** Due to activity set out in our previous APP, we have experienced a closing of the gap in progression between ABMO and white students to - 4.7 pp in 2019/20. However, our internal data shows that there is an indication of risk as progress in closing the gap has not been stable and is anticipated to widen significantly. ABMO students will need to remain a focus for our progression activity to ensure equality of opportunity in progression and to support improved outcomes in comparison to white students on associated areas such as salary levels, progression to further study, and uptake in further study places.

# 3. Objectives

**3.1** The 7 objectives identified below have been developed to address risks identified through our assessment of performance and assessed in the commentary above and are aligned to our Catholic values, mission, and strategic plan. The foci of these objectives have been identified through consideration of the severity of the risks to equality of opportunity, the impact on the identified groups and the capacity to mitigate the risks through activity and intervention. We have then drawn on, research literature, both sectoral and our own practice, consultation with staff and students, and knowledge of our unique context to develop targets and intervention strategies aligned to these objectives. We have taken this approach to ensure that our objectives for student groups are clear, and that we are confident our objectives will address the identified risks to equality of opportunity.

**3.2** Through our assessment of performance, we identified several indications of risk. We will address these indications of risk throughout the student lifecycle, through the following objectives:

**Objective 1 – Outreach and access**

**3.3** Indication of risk: Low rates of entrants who disclose a disability:

Student characteristics: Disabled students.

Objective: Increase rate of new entrants who disclose a disability through encouraging early disclosure of disability and by providing access to personalised support that assists disabled students' access and transition to higher education.

**Objective 2 – Outreach and access**

**3.4** Indication of risk: Low application rates and low progression rates to higher education.

Student characteristics: Refugees and asylum seekers; students with statements of special educational needs; care experienced students; criminal justice experienced students; estranged students and students from Gypsy, Traveller, Roma, Showmen and Boater communities.

Objective: Develop and support positive perceptions of education and HE for young people that experience high levels of intersectional disadvantage; support and encourage progression to HE for young people that experience high levels of intersectional disadvantage.

**Objective 3 – Supporting attainment**

**3.5** Indications of risk: Low application rates and low progression rates to higher education.

Student characteristics: Refugees and asylum seekers; students with statements of special educational needs; care experienced students; criminal justice experienced students; estranged

students and students from Gypsy, Traveller, Roma, Showmen and Boater communities.

Objective: Support attainment in school for young people that experience high levels of intersectional disadvantage.

## Objective 4 – Continuation and attainment

**3.6** Indication of risk: Low continuation and completion rates and low on-course attainment.
Student characteristics: Mature students; ABMO students; male students.
Objective: Increase continuation and attainment for ABMO, mature and male students through developing institutional belonging.

## Objective 5 – Attainment

**3.7** Indication of risk: Low on-course attainment.

Student characteristic: ABMO students.
Objective: Eliminate the awarding gaps through attention on curriculum revision and academic practice.

## Objective 6 – Attainment and continuation

**3.8** Indication of risk: Low continuation rates, low on-course attainment.
Student characteristic: ABMO students.
Objective: Increase continuation and attainment rates for ABMO students through directly challenging racism and racial inequity within LTU.

## Objective 7 – Progression

**3.9** Indication of risk: Low progression rates to further study, lower update of further study places, higher proportions of students in overqualified positions, lower salaries after a certain number of years and graduate reflections in Graduate Outcomes Surveys.

Student characteristic: ABMO students
Objective: To improve the progression rates of ABMO students, reflecting our ethos, values, and strategic approach.

# 4. Intervention strategies and expected outcomes

## Intervention Strategy 1

**Objectives:** Increase rate of new entrants who disclose a disability through encouraging early disclosure of disability and by providing access to personalised support that assists disabled students' access and transition to higher education.

**Associated target:** To increase the % of disabled full-time undergraduate entrants who disclose a disability to 13.0% by 2027/28

**Risks to equality of opportunity:** Knowledge and skills, information and guidance, perceptions of higher education.

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**Evidence base and rationale:**

LTU has a lower proportion of entrants (8.0% in 2022/23) who disclose a disability than the sector average (18.3%). We know that disclosing a disability is a tricky decision that involves emotional risk, with administrative processes often posing obstacles to disclosure (Melian, 2022).

Establishing a trusting relationship is a prerequisite for disclosing a disability (Wang, 2014). Many students do not disclose their condition even when they experience difficulties (De Cesarei, 2015), which prevents them from accessing support/reasonable adjustments and contributes to higher dropout rates and weaker academic performance (Veitch et al, 2018).

Entry to higher education is a critical point for disabled students, making transition support highly important. Higher education institutions have been advised by TASO to enhance staff capacity for effective monitoring and qualitative evaluation of transitional support. Disabled students who access personalised support services are more likely to persevere and secure higher grades, especially if they use services during their first term at university (Safer et al, 2020).

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| Activity | Inputs | Outcomes | Cross intervention |
|---|---|---|---|
| **Activity 1:** Locally delivered interventions focused on raising disabled students' confidence to disclose their disability and awareness of the benefits of doing so. <br><br> **Target Groups:** <br> Disabled students | Staff time (LTU and Partners) <br><br> Parents, Schools, Colleges <br><br> Student representatives | Students understand the categories of disability in HE, the benefits of declaring their disability, and are confident that a declaration will not harm their application or academic standing. <br><br> Increase in the % of new entrants at LTU and partner institutions who disclose a disability. | |

| Activity 2: Improve access to student support through an integrated disability support offer across LTU and partner institutions.<br><br>**Target Groups:**<br><br>Disabled students | Staff time (LTU and Partners)<br><br>Student representatives | LTU and partner staff can access accurate records of disclosures that can facilitate student support.<br><br>Responsibilities for facilitating student support are clearly defined and clearly understood by LTU and partner staff.<br><br>Disabled students can access support and reasonable adjustments which assist their transition to higher education and ongoing success. | IS4 |
|---|---|---|---|
| **Activity 3:** A package of staff training and skills development activity to maximise wellbeing and academic outcomes of disabled students.<br><br>**Target Groups:**<br><br>Disabled students | Staff time (LTU and Partners)<br><br>External training | Staff understand the diverse needs and experiences of disabled students, fostering empathy and awareness.<br><br>Staff are equipped to assist disabled students, leading to a more proactive approach in providing help and resources.<br><br>An inclusive and supportive learning environment.<br><br>Higher continuation and attainment rates for disabled students. | IS4 |
| **Total investment over the life of this plan:** | | | **£201,600** |

**Evaluation:**

**4.1** We will evaluate all activities using a mixed methods approach that meets the standards of evidence required by the OfS. For activity 1, we will track the percentage of applicants and new entrants who disclose a disability, comparing it to previous years. We will also conduct surveys to measure students' understanding of disability categories and disclosure benefits. For activity 2, we

will use focus groups to gain qualitative feedback from students regarding access to disability support and their perceptions of the support offer. We will also survey staff on their knowledge and understanding of the support offer. For activity 3, we will conduct surveys pre and post training to assess changes in staff knowledge, awareness, and attitudes regarding the needs and experiences of disabled students. We will also use focus groups and/or individual interviews with staff to acquire qualitative feedback on their experiences, any insights gained from the training, and perceived changes in their ability to support disabled students. We will also monitor changes to student continuation and attainment rates.

**4.2** For this and all intervention strategies, we anticipate contributing to calls for evidence and sector networks, where topics are appropriate. Full details of our planned outcome measures, methods of evaluation and publication schedule are available in Annex B.

## Intervention Strategy 2

> **Objectives:** Develop and support positive perceptions of education and HE for young people that experience high levels of intersectional disadvantage; support and encourage progression to HE for young people that experience high levels of intersectional disadvantage.
>
> **Risks to equality of opportunity:** Knowledge and skills, information and guidance, perceptions of higher education.

> **Evidence base and rationale:**
>
> Although we have high levels of access for students from groups underrepresented in HE nationally, we are aware from our work with schools that there are many young people in our local area for whom progression to HE is not seen as a feasible or even desirable goal. Negative perceptions of HE as 'too expensive', 'unsuitable for them' or 'poor value' are also evident among parents and supporters of young people (OfS, 2019). These negative perceptions of HE and particular forms of HE study, can then limit what young people may be able to explore as options for them. As young people may start considering HE during primary and early secondary school (UCAS, 2021), we have designed our activities to work with young people at an early stage and, for Children's University, to also involve families. Our focus is on providing positive educational experiences that also enable young people to develop their perceptions of self as individuals who can be successful in education settings.
>
> As young people may start considering HE during primary and early secondary school (UCAS, 2021), we have designed our activities to work with young people at an early stage and, for Children's University, to also involve families. Our focus is on providing positive educational experiences that also enable young people to develop their perceptions of self as individuals who can be successful in education settings.
>
> LTU has diversified its entry cohort in recent years, through development of franchise provision and a focus on ensuring a comprehensive offer of schools and colleges activity, alongside more

targeted work and collaboration. We want to build on this provision in our access work, increasing our focus on those most disadvantaged and least likely to access university-style experiences. Our post-16 summer school has been growing in scale and reach, with participants citing benefits including developing confidence, presentation skills, and experiences of independent living. Building on participant feedback, we have developed elements specifically focusing on skills development, relationship building and personalised career/HE application advice. Staff and students participating have observed that these experiences enhance student preparedness to apply to and transition to HE, and many students do make successful applications to LTU following participation. We therefore intend to continue to develop this activity, with increased focus on how we can reach and support those least likely to have access to this type of intensive HE experience.

| Activity | Inputs | Outcomes | Cross intervention |
|---|---|---|---|
| **Activity 1:** Children's University<br><br>We will re-develop the Children's University at LTU, engaging with 15 primary schools and community organisations by 202627. We will target provision of learning passports at participants facing high levels of intersectional disadvantage by involving schools, charities and community organisations in from an early stage.<br><br>**Target Groups:**<br><br>KS1 and 2 pupils, particularly those from refugee and asylum-seeking families, GTRSB, young carers, care experienced young people, disabled young people, pupils with SEN. | Delivery Staff members:<br><br>1 FTE<br><br>CU subscription | Increased positive engagement with learning in school.<br><br>Development of positive perceptions of education and higher education for participants and families.<br><br>Increased and diversified extracurricular learning opportunities within partner schools<br><br>Increased enjoyment of learning. | IS3 |

| Activity 2:<br>Partnership with local specialist and alternative provision.<br><br>We will partner with local specialist and/or alternative education providers to co-design a progressive programme of activity supporting pupils in developing and making positive progress in their education ambitions.<br><br>**Target Groups:**<br><br>Specialist/alternative education providers with high proportions of pupils with SEN, care experienced young people, criminal justice experienced students, pupils with EHCPs. | Delivery Staff members<br>0.2<br><br>FTE | Development of positive perceptions of education and higher education for participants.<br><br>Increased positive engagement with learning in school.<br><br>Increased understanding of HE studies.<br><br>Increased knowledge of HE options among participants. | IS3 |
| --- | --- | --- | --- |

| Activity 3: Post-16 Summer School | Delivery staff members: | Increased confidence of participants in ability to succeed within HE. | |
|---|---|---|---|
| 3-day residential, post-16 summer school. All participants engage with an oracy and confidence workshop. Aim to increase the proportion of participants facing high levels of intersectional disadvantage through targeted promotion and engagement with community groups. | 1 at 0.5 FTE<br><br>1 at 0.3 FTE | Development of skills relevant to HE studies (oracy, presentation skills).<br><br>Increased confidence of participants in making positive decisions about HE.<br><br>Increased confidence of participants in ability to build positive relationships within HE. | |
| **Target Groups:**<br><br>Estranged young people, care experienced, POLAR4 Q1&2; young carers, disabled young people, GTRSB young people, pupils from low performing schools at GCSE. | | Increased understanding of HE studies.<br><br>Increased numbers of summer school participants from target groups.<br><br>Progression to LTU. | |
| **Total investment over the life of this plan:** | | | **£ 526,000** |

**Evaluation:**

**4.3** It has not been possible to identify suitable baseline measures for our intended outcomes for these activities, and hence we have not set a target for this objective. However, we have identified several measurable outcomes that will be used to assess the success of each activity. It is our intention to develop baseline measures to track and monitor progress once programmes are initiated. These will be developed from the schools participating in the Children's University, and from the school and individual pupils participating in our activities with specialist and alternative provision.

**4.4** Given that there is an existing and growing evidence base around access activities targeted broadly at learners identified as experiencing inequalities of opportunity, we will aim to develop evidence looking specifically at outcomes of access activity for learners experiencing high levels of

intersectional disadvantage. For this reason, we have focused more evaluation resource on activity 2 in this intervention, which targets those outside mainstream schooling.

**4.5** We currently have narrative-level evaluation about the impact of our summer school, which we are developing into empirical research. For 2023 we have implemented a pre and post assessment of student HE expectations, sense of belonging, decision making and social confidence and are exploring tracking of all participants' post-programme. We intend to continue and build on this in future years. Further details of planned methods are available in annex B.

## Intervention Strategy 3

**Objective:** Support attainment in school for young people that experience high levels of intersectional disadvantage.

**Risks to equality of opportunity:** Knowledge and skills, information and guidance, perceptions of higher education

**Evidence base and rationale:**

As highlighted by the Office for Students in its guidance to higher education providers, prior attainment is likely to be a crucial determinant in subsequent educational progression (Crawford and Greaves, 2015). We have therefore developed activities aimed to support attainment at KS2 (Children's University, IS1), KS4 (GCSE Support) and KS5 (Trinity Takeover), and persistence in school (Partnerships with alternative/specialist provision, IS1). Based on feedback from our existing school contacts, we have developed our KS4 and 5 activities with a focus on enhancing those areas of the curriculum where school staff felt that additional resources and expertise would be most effective, and those areas which align with our teaching expertise. We have designed activity to include elements that have previously been effective in engaging students, including using current HE students and staff in delivery. This activity sits alongside our existing offer for schools and colleges detailed in section 5.

Gaps in attainment and educational development between those receiving free school meals and those who do not are present even before school age, with larger than national level gaps in Yorkshire and the Humber (IPPR, 2016). Our activities in intervention strategy 1, which focuses on developing positive perceptions of HE, therefore also aim to support attainment in younger years. Given the age and stage of our target groups, and some being outside mainstream schooling, we have focused on outcomes that can mediate educational attainment, specifically persistence in school and access to extra-curricular activity. The national Children's University Evaluation conducted by EEF demonstrated that participants made 2 months additional progress at KS2 (Gorard et al, 2017).

| Activity | Inputs | Outcomes | Cross intervention |
|---|---|---|---|
| **Activity 1:** School based attainment support (KS4 & 5).<br><br>Classroom and school staff support to enhance and reinforce teaching of the syllabus. Support will focus on GCSE English and critical thinking at KS4 and on curriculum extension and exposure to HE style learning at KS5 through 'Trinity Takeover' days.<br><br>**Target Groups:**<br><br>Schools with higher than local average proportions of pupils claiming FSM and/or with high populations of pupils from lower IMD quintiles. | Delivery staff members:<br><br>1 at 0.5 FTE<br><br>1 at 0.3 FTE | Increased positive engagement in class from targeted pupils.<br><br>Reinforcement of positive learning behaviours.<br><br>Increased participant knowledge (curriculum-specific).<br><br>Increased participant academic self-efficacy in relation to assessed skills (e.g., structuring an argument).<br><br>Participants develop understanding of HE studies.<br><br>Participants develop positive perceptions of HE.<br><br>Participants increase oracy skills across domains of confidence, cognitive and physical oracy. | |
| **Total investment over the life of this plan:** | | | **£259,000** |

**Evaluation:**

**4.5** Each activity within this intervention strategy will be evaluated on its own terms, as the expected outcomes and target populations differ slightly, as do the methods that are appropriate and feasible in each case. In all cases, we will be looking at skills development relevant to attainment. We have set some clear outcome indicators to enable us to assess whether these activities are successful. Our overall aim for KS4&5 attainment support activities is that we can observe increases in self-efficacy for academic achievement, oracy skills and confidence in domains of oracy for participants. We have also set a target that all participants in our KS4 debating activity experience an increase in their oracy skills, which is the primary focus of this

programme. To assess this, each activity has learning outcomes which are identified as potential interim outcomes for supporting attainment. These are oracy skills (pre-16 workshops and law debating activity) and academic self-efficacy as applied to specific subject domains (trinity takeovers, in-school workshops linked to curriculum). For oracy, our aim is to see an increase in oracy skills and confidence in domains of oracy amongst participants, as assessed by teaching staff and by student self-assessment. For self-efficacy, we will be looking at an increase in academic self-efficacy in some cases and proportion of participants reporting positive self-efficacy in cases where pre and post comparisons are not feasible. These measures will be self-reported by participants and, in the case of oracy skills, assessed by school teaching staff. We will assess whether activity is successful by whether an increase/positive outcome was present in each instance of delivery and the size of that increase in each instance and overall, for the same activity. A common theory of change and some standard measures for KS4 activity and for Trinity Takeover will also enable us to compare some outcomes and mechanisms for change.

## Intervention Strategy 4

**Objective:** Increase continuation and attainment for ABMO, mature and male students through developing institutional belonging.

**Associated targets:**
- Increase continuation for ABMO students to 85% by 2027/28
- Eliminate awarding gaps between ABMO and white students by 2027/28.

**Risks to equality of opportunity:** Insufficient access to both academic and personal support and mental health needs

**Evidence base and rationale:**
We have designed our activity to support continuation around building a sense of belonging and particularly feelings of mattering, connectedness and feeling valued by the institution. Interventions which enhanced these areas are indicated as being likely to positively impact retention (Austen et al., 2021). Our consultations with students also highlighted the importance of building supportive relationships with peers and academic staff in supporting retention and student mental health. Based on examples of interventions with positive impact and their theoretical underpinnings, we have focused particularly on points of transition, both in and outside the curriculum, and on facilitating 'faculty interactions/validation' and opportunities to build learning communities. Rather than focusing on points of transition in isolation, or solely on students, we want to ensure that support for transition into and out of HE is integrated into our whole approach to learning (e.g., Morgan and Nutt, 2020).

| Activity | Inputs | Outcomes | Cross intervention |
|---|---|---|---|
| **Activity 1:** Transitional Mentoring<br><br>Mentoring by current students working with targeted new starters prior to entry and during their first term at LTU.<br><br>**Target Groups:**<br><br>ABMO, mature students and males | Staff Delivery Team 0.1 x FTE<br><br>Administrative<br><br>Equipment costs | Increased academic self-efficacy related to HE studies.<br><br>Increased sense of belonging at LTU.<br><br>Participants continue from 1st to 2nd year. | |
| **Activity 2:** Transition Framework<br><br>Development of a framework for supporting target students through key transitions at every level and applying this to enhance existing practice. This will be delivered and embedded through the Curriculum for Social Justice and aligned to the Mental Health Charter.<br><br>**Target Groups:**<br><br>ABMO, mature students and males | Academic development support through CELT and OIE<br><br>External training<br><br>Student support staff | Increased staff awareness of student experiences of transition at LTU.<br><br>Increased staff knowledge of effective practice to support successful transition.<br><br>Increased student satisfaction in academic support and learning resources.<br><br>Increase in students feeling part of the learning community.<br><br>Increased continuation between levels. | IS5, IS 6 |

| | | | |
|---|---|---|---|
| **Activity 3:** Co-creation Projects<br><br>Co-creation projects will be embedded in the curriculum through the Curriculum for Social Justice. Additional co-creation projects will be developed, providing paid opportunities for any student. These will include projects specifically targeted at ABMO participants and/or tackling race equity within the curriculum.<br><br>**Target Groups:**<br><br>ABMO and males | Student delivery team<br>Project resources<br>Academic staff leads (30 in 2022-23 trials)<br><br>Academic development support through CELT | Increased sense of belonging among cocreation student participants.<br><br>Increased academic self-efficacy among cocreation student participants.<br><br>Increase in students feeling part of the learning community.<br><br>Increase in inclusive practices among participating staff.<br><br>Increased continuation rates of ABMO and male students in programmes including co-creation.<br><br>Increased attainment in programmes including co-creation. | IS5, IS6 |

| Activity 4: Enhancing personal tutoring through embedding coaching approaches Approach developed in collaboration between academic staff, CELT and LTUSU.<br><br>**Target Groups:**<br><br>All students will benefit including target groups. | Academic staff time (training and development) | Increased confidence of tutors in building positive and constructive relationships with tutees.<br><br>Increased tutor awareness of techniques to foster student autonomy, reflection and academic self-efficacy.<br><br>Tutees feel that personal tutors support their personal and academic development.<br><br>Tutees from target groups feel able to build positive and constructive professional relationships with their tutors. | |
| --- | --- | --- | --- |
| **Total investment over the life of this plan:** | | | **£300,000** |

**Evaluation:**

**4.6** We will continue to monitor internal measures relating to student sense of belonging. However, due to the projects here being targeted at different levels (e.g. programme level, individual students, whole institution), we cannot draw a conclusive connection between these measures and the specific activities detailed here. Instead, we will evaluate each of these activities on their own terms for their contribution to student belonging and enhancing the learning community. We aim to develop empirical evaluation for activity 1. As other activities are large scale and may be implemented differently in different programme contexts, we will be focusing on monitoring outputs and implementation and on using qualitative methods to assess outcomes with a sample of participants. Further details are available in Annex B.

**Intervention Strategy 5**

**Objective:** Eliminate the awarding gaps through attention on curriculum revision and academic practice.

**Associated targets:**

- Eliminate awarding gaps between ABMO and white students by 2027/28.

**Risks to equality of opportunity:** Insufficient access to academic support, mental health needs and capacity.

**Evidence base and rationale:**

Our focus for this intervention strategy is on improvements to curriculum and the learning environment, which is a core part of the student experience in all forms of provision. We have a dual focus on the programme structures and on supporting staff capacity to effectively deliver our Curriculum for Social Justice and the principles of inclusive and relational pedagogy within it.

Curriculum structures, assessment design and assessment and feedback practices can be experienced differently by different groups of students, with potential to disadvantage traditionally marginalised groups in HE (Pitt & Quinlan, 2022). For example, in our consultation with students, students pointed to pressures caused by having multiple assessments in short timeframes and/or feeling overburdened by particular forms of assessment occurring in close succession. They suggested that this then led to a knock-on 'bottleneck' of support needs at particular times of year, which could most disadvantage students with disabilities, limited time resources (mature learners, parents and commuter students) or anxiety in engaging with support (mature students, disabled students, students with mental health concerns). Although we have many positive examples of inclusive assessment and teaching within LTU, a review offers the opportunity to ensure that these practices can be shared and can be consistent across programmes and teaching settings and is advised to ensure authentic assessment remains relevant to students and the professional settings they will progress to. As delivering on inclusive teaching, assessment and feedback is about staff capacities as well as structures, we will also expand our support for academic staff development, with a particular focus on the teaching and learning contexts of our franchise providers, who are teaching in a range of contexts and to a diverse range of students.

| Activity | Inputs | Outcomes | Cross intervention? |
|---|---|---|---|
| **Activity 1:** Curriculum and Assessment review<br><br>Starting with foundation year programmes, this will ensure that inclusive assessment practices are in place across all programmes, including introducing choice of assessments, reducing assessment burden, increasing opportunities for formative feedback and providing support and training for staff around feedback and assessment practices. This will take place alongside process changes for extenuating circumstances and extensions, to reduce opportunities for stress and ensure the process is used by students who need it.<br><br>**Target Groups:**<br><br>ABMO, mature students and males | Staff delivery team:<br><br>2 x 1.0 FTE | Increased student satisfaction that assessment feedback has helped to improve their work.<br><br>Increased student satisfaction in preparation for Assessment.<br><br>Increased staff confidence in developing inclusive Assessment.<br><br>Improved continuation rates, particularly for male and ABMO students.<br><br>Improved module results for reformed years and programmes. | IS6 |

| Activity 2: Academic Development Support (Partner Focus)

College Liaison Tutors receive a tailored training and support package to enhance expertise relevant to the institutions and programmes they support (e.g., on transition support, assessments and feedback, using data to identify students 'at risk') and are given support to cascade this. Partner academic staff are provided with relevant academic development through a programme of activity delivered by LTU's Centre for Excellence in Learning and Teaching.

**Target Groups:**

ABMO, mature students and males | Staff delivery team:

0.6 x FTE | Increased engagement of partner teaching staff with LTU academic development training sessions.

Participants feel more confident in identifying and addressing possible risks of non-continuation in their contexts.

Participants feel empowered to develop academic interventions and practices relevant to their context. | IS1 |
|---|---|---|---|
| **Total investment over the life of this plan** | | | **£295,000** |

**Evaluation:**

**4.7** We will carry out an internal process evaluation of the curriculum and assessment review (activity 1) and will explore evaluation of the changes made once these have been further developed into programmes of activity. As with our approach to evaluation more broadly, this will involve developing a theory of change for activities and using this as the basis for determining appropriate evaluation measures and methods. This will take place alongside monitoring of student outcomes, with a view to developing a quantitative evaluation comparing outcomes for reformed and non-reformed programmes. For activity 2, our initial evaluation will focus on the effectiveness of support provided and immediate impacts on participants engaging with training and support.

Once training and support has become embedded, we aim to then explore impacts on the practices of training participants.  Further details of measures can be found in Annex B.

## Intervention Strategy 6

**Objective:** Increase continuation and attainment rates for ABMO students through directly challenging racism and racial inequity within LTU

**Associated targets:**
- Increase continuation for ABMO students to 85% by 2027/28
- Eliminate awarding gaps between ABMO and white students by 2027/28.

**Risks to equality of opportunity:** Insufficient access to both academic and personal support, mental health needs

**Evidence base and rationale:**

Identification and design of activities to eliminate the awarding gap have been based on sectoral guidance and best practice (TASO, 2022; UUK, 2022), in addition we have drawn from internal data analysis, evaluation of existing activities; and student feedback. Drawing on the recommendations of the UUK report 'Closing ethnicity degree awarding gaps: three years on', we have developed activities to cover three areas where we feel we can do more: conversations about race; developing racially diverse and inclusive communities; getting the evidence and analysing the data. The activities covered in this strategy are both new activities and extension/enhancement of existing activity where we believe that these will help to achieve our goal of eliminating awarding gaps. There is crossover in this intervention strategy and activities in intervention strategies 4 & 5, where we will have a particular focus on racial equity as strands within our transitional mentoring, co-creation projects and our curriculum and assessment review. The ABMO leadership project detailed in intervention strategy 7 is also intended to contribute to this objective.

| Activity | Inputs | Outcomes | Cross intervention? |
|---|---|---|---|
| **Activity 1:** Embedding 'Re:Tension'**.**<br><br>The Re:Tension toolkit uses a short film and accompanying debate to openly challenge racism and discrimination in HE. Currently delivered in universities across the sector and to staff and students at LTU, this will be expanded to deliver both internally to all level 4 students registered at the Horsforth and City campuses and all LTU employees to support inculcation into an anti-racist university.<br><br>**Target Groups:**<br><br>ABMO students- but also all students and staff in terms of creating an inclusive environment founded in respect for difference. | Staff delivery team:<br><br>1 x FTE; 0.3 x FTE | Development of racial literacy among Participants.<br><br>Increased participant awareness about the mental and emotional impacts of racism in an HE context.<br><br>Participants feel more confident to challenge racism within their institution and elsewhere.<br><br>Participants feel more confident in discussing race and racial discrimination and creating safe spaces to do so. | |

| Activity 2: Using data and student engagement to tackle programme gaps.

Building on training around awarding gaps, focused support for faculty staff and leaders where notable gaps are identified. Support and interventions to understand and address awarding gaps within their disciplinary and programme context. To include training around use and interpretation of institutional data, review of programmes, advice and best practice guidance, leading to co-creation projects with students and pilot interventions.

**Target Groups:**

ABMO students | Staff delivery team:

0.1 x FTE | Development of 4 faculty or department specific pilot interventions.

Increased awareness among faculty staff of the risks leading to awarding gaps Closing of awarding gaps in targeted faculties. | IS4, IS5 |
|---|---|---|---|
| **Total investment over the life of this plan** | | | **£446,000** |

**Evaluation:**

**4.8** As we have qualitative evidence of the positive impact of the 'Re:Tension' workshop (activity 1) on staff and students, we have chosen to focus evaluation resources on activity 2. There is limited evidence around the effectiveness of this approach, with TASO highlighting that more focus needs to be placed on developing theories of change against which the awarding gap can be assessed. We are intending to carry out evaluation of this activity at two levels – the effectiveness of using a data-focused approach to engage departments and staff in generating localised interventions, and the impact of the designed interventions themselves on the awarding gap. Due to the likely scale of interventions and the relatively small numbers of students involved, we anticipate that the evidence gathered will be narrative in the first instance, with this used to build more detailed theories of change and evaluation activity that can combine multiple years of outcome data to make quantitative assessments of impact. Further details can be found in Annex B.

**Intervention Strategy 7**

**Objective:** Improve the progression rates of ABMO students, reflecting our ethos, values, and strategic approach.

**Associated targets:**
- Eliminate gaps in progression between ABMO and white students to by 2027/28

**Risks to equality of opportunity:**
- Low progression rates to further study, higher proportions of ABMO students in low/medium skilled undergraduate placements, lower uptake of further study places, higher proportions of students in overqualified positions, lower salaries after a certain number of years and graduate reflections in Graduate Outcomes Surveys

**Evidence base and rationale:**

The Association of Graduate Career Advisory Services (AGCAS) argues that approaches to supporting progression need to be strategically embedded, hence our activities are a combination of new initiatives and about developing long-term ways of working within LTU. In our activity design, we have drawn on sector practice and examples of existing programmes with positive reported outcomes (e.g., NTU's Black Leadership Programme). AGCAS and Advance HE
(AGCAS, 2021) also points to the importance of looking at the data holistically and in detail, so as not to obscure the variety of experience within and across ABMO groups. Intersectionality, gender, age and other protected characteristics are highly relevant, as are differences in structural and social inequalities related to course of study and/or chosen career or industry. Our activities will focus on participants as individuals, being responsive to their varied histories and career goals.

Long-term impact on graduate outcomes is very challenging to measure, so interim measures such as skills development, career ambition and placement experience will be our areas of focus for programme evaluation and to inform future development.

| Activity | Inputs | Outcomes | Cross intervention? |
|---|---|---|---|
| **Activity 1:** Targeted career development support and insights<br><br>Use of internal data on career readiness and student personal characteristics, as well as sector data on student needs and outcomes, to deliver targeted interventions to support students to develop their preparedness for successful graduate employment that matches their interests and goals.<br><br>ABMO students will be a key target cohort, due to evidence of differential outcomes at institution level, but intervention design and targeting will consider multiple and intersecting student characteristics, course of study and industry.<br><br>Increased engagement of guest speakers and representation at Careers events.<br><br>**Target Groups:**<br><br>ABMO students | Staff delivery team 1 x 0.5 FTE<br><br>Targeted Professional Networks for ABMO Students | <u>Outputs</u><br>Students are able to engage with a range of ABMO professionals throughout their studies to support their career thinking and decision making.<br><br>Develop research projects that identify good practice for career development support for target groups.<br><br>Develop events specific to the needs of identified target students.<br><br>Disseminate practice findings across the sector.<br><br><u>Outcomes</u><br>Students receiving targeted interventions progress in their career journeys/career readiness stage.<br><br>Engagement with career support throughout study increasing engagement among targeted students.<br><br>Targeted students feel that they receive relevant and useful support through careers appointment feedback.<br><br>Students receiving targeted interventions obtain graduate-level employment or further study. | IS6 |

| Activity 2: Placement development and Employer Engagement

Through engagement with employers local to our students, and particularly ABMO students, increase the number of skilled placements available in areas where ABMO students currently live and work.

Through working with employers to deliver guidance, feedback and support to enable the development of inclusive recruitment practices which ensures that ABMO students can access highly skilled and inclusive undergraduate and graduate experiences and opportunities.

**Target Groups:**

ABMO students | Staff Delivery Team:

0.5 FTE

Membership of Yorkshire Asian Business Association. | Outputs
Employers have commitments to EDI and anti-racist practices.

Diversification of industries represented in placement opportunities local to ABMO students.

Outcomes
Increase in proportion of ABMO students in high skilled undergraduate placements.

ABMO students assess their placement experiences as useful for their career and personal goals using post placements feedback.

Employers and ABMO placement students report positive experiences and feel supported by LTU.

Increase in proportions of final year ABMO students on-track to enter graduate professions. | |
|---|---|---|---|

| | | | |
|---|---|---|---|
| **Activity 3:** ABMO Leadership Programme<br><br>Based on learning from programmes delivered at Nottingham Trent University, UWE and St Mary's, develop and deliver an annual programme of peer support, mentoring and leadership training for LTU ABMO students. This will focus on developing leadership connections, connections in industry and the skills required by leaders in several working environments.<br><br>**Target Groups:**<br><br>ABMO students | Staff Delivery Team:<br><br>2 x 0.5 FTE (1 Per Leadership Programme).<br><br>Guest speaker, visits, workshops, trips. | <u>Outcomes</u><br>Participating students able to develop graduate employability skills - Specifically mapped to the LTU Graduate Attributes and Skills framework demonstrating 'gain' through their My Skills reflective questionnaire on Career Passport.<br><br>Participating students develop a personal career development plan and feel empowered to achieve it.<br><br>Participating students feel a greater sense of belonging at LTU through pre-post assessment.<br><br>Participating students' progress onto graduate level employment within 15 months of graduation. | IS6 |
| **Activity 4:** Exclusive opportunities for ABMO students.<br><br>Through the use of funding, a number of paid internships and insight opportunities will be developed with employer partners, considering industries where ABMO students are underrepresented.<br><br>**Target Groups:** | 0.5 FTE<br><br>Host support payments. | <u>Outputs</u><br>Developed access to a range of opportunities exclusively for ABMO students.<br><br><u>Outcomes</u><br>Increase of ABMO students taking up paid opportunities.<br><br>ABMO students assess their experiences as useful for their career and personal goals. | |

| ABMO students | | | |
|---|---|---|---|
| **Total investment over the life of this plan** | | | **£539,000** |

**Evaluation:**

**4.9** For this intervention strategy, we have identified both outcomes and intended outputs that connect to these outcomes. Outputs will be monitored via internal activity monitoring and departmental review.  Outcomes will be evaluated for each activity, though we anticipate some overlap in those considered 'participants' for activities 1, 3 & 4. We will also evaluate the success of this intervention strategy as a whole by assessing:

- ABMO student engagement in activity

- Proportions of ABMO students on-track to enter graduate professions

- Proportions of ABMO students in high skilled UG placements

- Development of research-informed activity to support ABMO students


**4.10** Evaluation of activity will primarily use four mechanisms; feedback from activity participants (survey based); tracking of participant engagement with activity; tracking of participant outcomes; and tracking changes in participant 'career readiness' and skills through their 'career passport'. For activity 3, which we will be piloting for the first time in 2024/25, we intend to also undertake further in-depth qualitative evaluation which will feed into future programme development and identify mechanisms that enable/limit change within the programme design. Overall, evaluation of this intervention strategy will be a mix of narrative and empirical evaluation. Further details can be found in Annex B.


# 5. Whole provider approach

**5.1** At LTU, our leadership and governance procedures have a specific focus which aligns with the underlying ethos of our Catholic heritage. At the heart of our leadership approach is a commitment to solidarity, collaboration and ensuring our students learn and thrive within an environment that is inclusive, diverse, and educationally stretching. Our Office for Institutional Equity (OIE) has oversight of the Access and Participation Plan and has ensured that a robust quality assurance governance mechanism is in place to ensure the embeddedness of the plan. An Operational Team (APP and Evaluation Group) as well as a Strategic Team (Student Success Strategy Group) which governs, monitors and tracks APP activity and updates and promotes APP activity and evaluation across the institution is in place. Our OIE has recently devised an equity focussed partnership

group (Partner Equity Group) – as a result of the assessment of performance findings - which focusses on equitable outcomes for both on-campus students and those learning with partners. Our student consultation data indicates that the students have committed to monitoring the APP (The Student Oversight) which will become the fourth tier of governance for this APP over its duration; the elected Student Officers also have a role within both the APP and Evaluation Group as well as in the Student Success Strategy Group.

1. Student Success Strategy Group
2. Partner Equity Group
3. APP and Evaluation Group
4. The Student Oversight

**5.2** CELT is responsible for implementing inclusive pedagogical practice across the LTU community and to our partners which ensures our students receive a consistent teaching approach that empowers them to have agency in their learning.  At LTU, we take a holistic, strategic approach towards transforming teaching, learning, assessment, and enhancing all our student experiences in a way which is underpinned by social justice and solidarity. Our evidence informed Learning Teaching and Academic Experience Strategy (LTAES) 2022-2026 includes the development of a Curriculum for Social Justice (CfSJ) (a new initiative launched 2022/23) that seeks to embed inclusivity, co-creation, and active participation in all aspects of the student experience, pedagogy, and practice. The CfSJ is a curriculum and pedagogic design model which addresses the root causes of inequity in learning and teaching and is part of the broader institutional approach to inculcating social justice across the institution. Our LTAES provides a scaffolded approach to learning at the different levels of study and has clear objectives which focus our practice on experience and enhancement; data and evidence; stakeholder engagement and a whole institution approach to stimulate stretch and engage each student in their learning.

**5.3** Mental health in particular is considered a risk to equality of opportunity that receives holistic focus here at LTU, and this is being addressed within a whole provider approach. We work across teams to identify students at risk so interventions can be actioned through our 'Students of Concern' meetings. We define 'risk' in relation to our students based on attendance, VLE engagement, assessment submission and additional challenges we may be aware of (including financial and wellbeing challenges). LTU has signed up with the Student Minds Mental Health Charter and is working to achieve this status, the process of involvement in this work is supporting

our drive to achieve a whole provider approach that considers the role of all aspects of institutional provision as having the potential to contribute to positive mental wellbeing.

**5.4** At LTU, we pride ourselves on our ongoing commitment to being an anti-racist university with practices and equitable outcomes that reflect this. Although there is clearly work to be done in this area, as highlighted in our assessment of performance, LTU is continuously working to ensure that it develops its institutional knowledge and awareness of anti-racist approaches to student experience; curriculum and pedagogy; leadership; and decision making. We were the first HEP in Yorkshire to receive the Race Equality Charter (REC) Bronze Award in November 2020 and are now actively working towards achieving Silver. This will continue to be an iterative, ongoing process and our approaches to tackling race equity gaps highlighted within this APP are intended to support development of understanding, embeddedness of effective practices, and whole institution engagement. Key to this is understanding what works within our own institution and drawing on evidence from the sector - this has grown exponentially since our first REC submission and will be supported through implementation of our evaluation strategy. We have also created two external networks to support and extend our work in equity and anti-racist practice. We are working with colleagues in the Leeds Learning Alliance to develop a shared framework for racial justice within our city region, and with leaders in Cathedral Group institutions to share leadership practice in relation to race equity. We are also committed to working with asylum seekers and refugees and are working towards the University of Sanctuary status. At Leeds Trinity University, we have a vision that seeks to take us beyond our public duty equality, diversity and inclusion (EDI) requirements, and this is why our strategic approach sets out an agenda of equity, social justice and belonging (ESJ&B). Whist EDI agendas have delivered change, this has often been incremental and in some instances has defaulted to assimilating the inclusion of people into existing norms or anachronistic expectations of what higher education should be. Through our ESJ&B agenda we celebrate difference, and view change as an integral part of our professional and institutional practice.

### Employability and Career Readiness

**5.5** As a career-led university, Leeds Trinity University places Careers and Enterprise at the heart of our University Strategy as one of our four strategic pillars. Our approach is to ensure that all students and graduates shine as local and global citizens, through providing multiple opportunities to meet and work with our partner employers and local communities through our integrated work based learning approach embedded in every academic year and programme. Our innovative Career Passport enables our learners to record, reflect and develop against our new Graduate Attributes and Skills Framework, whilst accessing personalised reports and bespoke online learning pathways. Using live data such as Careers Readiness and our innovative final year

Progression Interviews allows us to take informed, targeted interventions and approaches to those most at risk of not achieving graduate level outcomes through individual follow ups by our dedicated Graduate Employment Team and qualified Careers Consultants. This data informed, and personalised approach ensures that all LTU graduates will be able to compete with their peers from other universities and the links and networks they build with us will better position them to make a positive difference in our City Region and beyond.

**5.6** We have an established programme of engagement and support for schools and colleges in our local region and further afield. Our Schools and Colleges Engagement team provide a range of presentations, workshops and activities designed to inspire students to progress and succeed in higher education. We work closely with school and college staff to equip them to provide confident and effective HE information and guidance to their learners, including CPD and our annual advisors' conference. As outlined in our approved 2023-24 variated APP, we continue to deliver CPD to teachers as part of work to support raising attainment in schools, which is now embedded as 'business as usual'. This includes LTU working with schools and teachers through our School of Teacher Education, including hosting the Schools History Project, which seeks to empower history teachers to bring diverse, inclusive and life-enhancing school history to every young person. In addition to this commitment to assist subject level support in schools, LTU's education department also support science in primary education. We have long-term partnerships with other West Yorkshire HE providers, schools, colleges, employers, third sector and community organisations through Go Higher West Yorkshire (GHWY) and pool resources in support of our common goal to support learners consider their options and prepare for HE. We are also working closely with other Leeds-based HE providers, third sector and faith organisations to develop a coherent and comprehensive offer of support for refugees and asylum seekers who wish to study at HE-level in Leeds. This collaborative working enables us to reach underrepresented groups and provide a collective response that meets their needs and supports them to access a range of HE options.

# 6. Student consultation

**6.1** Engaging students in providing feedback on their learning and teaching, student experience and specific experience of student support forms part of how we monitor progress and respond to student needs. This includes our annual student surveys, module evaluation dialogues and 'Feedback Fridays', which encourage students to reflect on their experiences and identify areas for development. For the development of this plan explicitly, we have undertaken student focus groups and a survey, which focused specifically on student experiences and perceptions of equity at LTU. These focus groups helped us to identify the importance of social connection to student belonging in the LTU community, with areas for development, and also identified mature students, student

parents and students not based on-campus as key groups to target in our approach to student accountability and oversight. Our objectives and activity relate to students both on and off campus, and our continuation targets relate specifically to mature students. Mental health and support for mental health needs were a reoccurring theme in focus group discussions and, although there were several positive experiences of engaging with mental health support, students noted that there needed to be more awareness among students of support on offer and more encouragement for students to come forward, particularly when they may lack confidence to do so or were keen not to be 'a burden'. We are in the process of developing a Transitions Framework (Intervention Strategy 4) in which the opportunities to engage with student support will be explicitly outlined. Furthermore, a key tenet of the Curriculum for Social Justice is mental wellbeing with the construction of curriculum aligned to the Advance HE mental health toolkit.

**6.2** We identified that there is currently low student awareness of Access and Participation Plans, but notable student interest in contributing to delivering our APP objectives. Several students who engaged with these focus groups committed to form part of our long-term student advisory group/s which ensure student governance of both APP objectives and activity as well as evaluation. Our advisory groups will act as forums for reviewing APP commitments and progress, for identifying areas of priority for students, and for developing our evaluation practices. In addition to more formal participation as members of our student advisory groups, we intend to create a range of short and long-term opportunities for students to feed into the development, monitoring and evaluation of our APP. This will include co-creation opportunities, roles as co-researchers and evaluators, and professional development projects delivered within and outside the curriculum. These opportunities will provide career development experiences which will enhance the student experience, build on our collaborative approach to access and participation, and ensure accountability from all levels of the LTU community.

**6.3** At LTU, we understand the value of having our Student Union involved in all aspects of the APP. We aim to ensure that our Student Union becomes central to the governance, monitoring and evaluation of the plan and subsequent activity. The Student Union have demonstrated through their submission that they are a vital, independent, and critical voice that can enhance the APP throughout its duration. Student Union representatives will attend both the Student Success Strategy Group and the APP and Evaluation Group. The terms of reference for the APP and Evaluation Group have been co-created with The Student Union at their request. This approach is to ensure this operational group remains focussed on operationalising the APP and on the need for evidence-based activity, data collection and effective evaluation, as well as accountability to students.

# 7. Evaluation of the plan

**7.1** Evaluation of access and participation activity is led from within our Office for Institutional Equity (OIE). This operates on a 'hub and spoke' model, with evaluation strategy and guidance set by the Office at the centre, and evaluation practice developed within intervention delivery teams. Evaluation is underpinned by a 'theory of change plus' framework, which uses theory of change models that are adapted in implementation to consider intervention scale and types of intended change e.g. cultural or relational changes. In measuring outcomes, we draw on resources from NERUPI and TASO for sector-standard measures and methods, as well as on the training materials and communities of practice offered through both organisations. This is the approach used in the design of evaluation for this plan, with activity-level evaluation plans designed in consultation between the OIE and activity leads. The OIE will continue to offer support to activity leads throughout, including training and, where appropriate, conducting or facilitating research activity where a more independent or positional standpoint is required e.g. facilitating trained student researchers to deliver and analyse focus groups. The OIE will also review and collate all evaluation reports, supporting dissemination and publication.

**7.2** Equity is at the heart of our evaluation approach. This means that we consider who is involved in evaluation and the assumptions that we bring to designing evaluation, collecting and interpreting data, and communicating our findings. We recognise that there are many valid ways of assessing and understanding outcomes, therefore we draw on a range of qualitative and quantitative methods, as well as engaging with evaluation and research across HE and education. Our intention - for the duration of this plan - is that students will be front and centre of our evaluation work, as evaluators and 'critical friends'. We intend to establish a group of student co-creators and advisors to support the evaluation of this APP by the start of the 2024-25 academic year. We have galvanised student commitment through our approach to the student consultation element of producing this APP. We are also developing external networks of 'critical friends' to support the robustness of our evaluation through our participation in NERUPI, NEON, the Evaluation Collective and TASO networks.

**7.3** Monitoring of this plan and review of evaluation activity associated with it will sit with the Student Success Strategy Group. This committee has overall responsibility for ensuring that we are meeting our APP commitments and making progress towards our objectives. Interim and final evaluation reports will go to this group, with reports deemed relevant to the overall progress of our intervention strategies shared with our Executive Team and Academic Board. Progress in delivery, including evaluation, will be reviewed as part of our APP and Evaluation Group, formed of practitioners, students and supporters across LTU. Annual monitoring of the outcomes for all

student groups, with specific attention on those noted within this APP, will be carried out by the Student Success Strategy Group where progress against targets will also be monitored and subsequently reported to Academic Board.

**7.4** We will publish final evaluation reports, as noted in the evaluation summaries in Annex B, on our external-facing website. These will be designed to be accessible to a wide-ranging audience, with more detailed reports, available on request and to internal colleagues through our intranet site.

We will also work with our student advisory group to explore dissemination of findings to students. As members of NEON, NERUPI and FACE, we intend to distribute findings, both final and interim, through these networks at conferences and seminars. As part of the TASO Sector Network, the Society for Research in Higher Education and the Evaluation Collective, we also intend to share findings related to evaluation practice through these networks. Two staff members within the OIE are published researchers with expertise in access and participation, and many of the activities within this APP are led by academic colleagues, and hence we anticipate that academic publications will form part of our dissemination activity for some projects, though we are unable to be confident that publication will fall within the duration of this plan.

**7.5** Our evaluation practice is still emerging and in development, with the appointment of our first dedicated evaluation role in 2023. We are still in an initial phase of building evaluation practice, working largely on a project or team basis to develop confidence in narrative evaluation and empirical research. There are examples of strong practice in some areas, but limited capacity to move towards level 3 evaluation due to limited expertise and data handling skills, allocation of time, and access to high quality and consistent data. We will therefore be focusing on moving from narrative to empirical evaluation where appropriate and on encouraging those undertaking evaluation of any kind to share their learning. We need to build further capacity for evaluation across LTU and our partner providers to improve and enhance our evaluation of activity. This will involve a combination of training, awareness raising, enhancing data collection and application, and developing communities of practice.

**7.6** Our approach to developing an evaluative mindset within LTU at all levels by embedding evaluative processes and developing individual staff skills began with the implementation of our Strategic Plan. Our 'hub and spoke' model has been supported by work to develop evaluation literacy and data and reporting capacity. This has included training on 'theory of change' for senior leaders and work to align internal reporting processes and language. We have piloted a 'theory of change' model across all schools in relation to our awarding gap activity and are working to embed this further in project development and annual review cycles. By 2026-27, evaluation and data for

decision making will be an integral part of training for senior leaders within the university. Evaluation will also be built into project management and new change projects from the outset and implemented into induction processes for new staff.

**7.7** To support staff awareness and confidence around evaluation and use of data, we are making evaluation a core part of discussions within our implementation groups at LTU and our collaborative Partner Equity Group.  We will also be disseminating information about our evaluation findings and our experiences of evaluation practice through internal events, including an annual APP-focused event for staff, our internal research events, and teaching and learning conferences. As part of intervention strategy 6, the OIE and CELT will be working with faculties to support academic staff in gaining a better awareness and understanding of data available to them and our Partner Equity Group will also be exploring data around students with disabilities. Creating spaces where staff have time to explore and ask questions of data to build understanding will be core to our evaluation approach. Our membership of NERUPI also supports this, through providing an external community of practice where staff can explore evaluation approaches best suited to their context and underpinned by research.

**7.8** As a provider that has grown rapidly in recent years, we have had a significant increase in the volume of student data and complexity of reporting needs. Data and reporting are therefore a key area of focus for us in building evaluation capacity and literacy. This is particularly relevant across more recently introduced provision with our partner providers, where there are different systems, processes and capacities in place around collection and use of data.  An Enhancing Partnership Working Project Board exists to review and enhance the systems and processes that support students across our partners, including those related to student data and data sharing. We are also expanding our central Planning and Information team to enhance our capacity for reporting, analysis and effective use of data. We will be working to further standardise reporting and use of information around APP and student characteristics, with this in place for the start of this plan in 2024.

# 8. Provision of information to students

**8.1** The University will ensure that information about tuition fees and the full aggregate tuition fee cost of a degree or programme is clearly and prominently communicated through all key channels with prospective students. Examples of these communication channels include the prospectus and other collateral aimed at prospective students, the website, Open Days and at UCAS fairs. UCAS will also be supplied with information regarding fees. Fee levels LTU intends to charge the following fees for 2024/25 entry per annum:

- All full-time undergraduate entrant's tuition fees of £9,250

- Foundation Degree entrant's tuition fees of £5,000
- Part-time students above the basic fee of £4,625 but will not charge more than £6,935 in any academic year in line with the fee regulations.

**8.2**Subject to agreement, the University may increase tuition fees annually in line with the most up to date Consumer Price Index (CPI) published by the Office for National Statistics. Fees may also be subject to change as a result of any government changes. The University's tuition fees, and the full aggregate tuition LTU fee cost of degree programme is made known to applicants via the above-mentioned channels and in addition is documented in our Terms and Conditions.

**Financial support**

**8.3**LTU offers a range of financial support to help eligible students while they study. The Leeds Trinity Bursary is a £500 cash award, which is awarded at level 5 of the course to all eligible students with a household income of £25,000 or less. The bursary scheme is administered automatically, and students do not need to make a separate application. During the duration of the plan, we commit to evaluate the current bursary and gain a better insight into what students need and want from financial support, so our offer is underpinned by good quality evaluative evidence. As part of our commitment to supporting those who have experienced care, the University offers a Care Leaver Bursary of £1,500 per year for all our undergraduate honours courses. We also support our estranged students with an offer of £1,000 per year. Leeds Trinity University currently offers up to 5 Sanctuary Scholarships every academic year. This scholarship provides recipients with a fee waiver for the length of their undergraduate course. The qualifying criteria for this and all our financial support packages can be found on our website.

**8.4**LTU also offers a range of on campus financial support to ensure we are supporting both students and staff with the cost-of-living crises identified as a risk to equality of opportunity by the OfS. We provide a £2 hot meal deal, to ensure students and staff have an affordable food option and offer student access to our 'grub hub' for immediate essential food and personal care items. Students can also access our hardship and study support funds, which include help with bills and supermarket vouchers for students in immediate need. These varied and accessible forms of support was noted as valuable by the students in our focus groups. We recognise that studying can be a challenge and that the financial worries beyond learning and teaching can impede good mental wellbeing.

## 9. Conclusion

**9.1** As an institution focussed on equity for all our students, we have always believed that education is a fundamental human right, regardless of background, experience, ethnicity, or protected characteristic. We continue to make great strides in the widening of access, supporting progression and driving success of students from underrepresented backgrounds to higher education and beyond. We pride ourselves on holding high expectations for all LTU students and providing an educational experience that both stretches and supports students to experience transformational educational opportunities and outcomes. This APP and subsequent activity aims to ensure we widen participation to students of all backgrounds and provide the support they need throughout their educational life cycle.

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# Annex A: Assessment of performance

## Overview

This assessment of performance identifies areas where LTU needs to improve equality of opportunity for our students, and where we can contribute to tackling national inequalities in access. To identify where we should focus our activity, we have examined data available in relation to access to HE, continuation, completion, attainment, and progression.

For each of these stages we have reviewed data on groups identified through the Office for Students' data dashboard, those noted in the Equality of Opportunity Risk Register (EORR), and any additional groups relevant to our context. Our analysis has primarily drawn on data supplied by the Office for Students (OfS) and available on the OfS Access and Participation Data Dashboard. This has been supplemented by analysis of individual data files supplied by the OfS and internal datasets. Where limited internal data is available, we have drawn on national data and research on risks to equality of opportunity, including TASO's rapid evidence review[1].

Not all the data we have reviewed is presented in this document. We have focused on areas where we have identified possible risks and have made commitments within this plan to either monitor or address these.

### Indicators of risk

In our assessment, we have considered:

- The scale of difference in outcomes between groups (e.g. how large are gaps between those from the most and least advantaged?)
- Trends in outcomes (e.g. is one group consistently having better outcome than others?)
- Outcomes for students in different contexts (e.g. do students on certain courses have better outcomes?)
- Confidence in the data (e.g. is the population very small?)

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[1] TASO (2023) *Rapid review to support development of the Equality of Opportunity Risk Register (EORR)* Accessed at Rapid review to support development of the Equality of Opportunity Risk Register (officeforstudents.org.uk)

- Intersections of characteristics (e.g. are there cumulative or persistent outcomes for students with particular characteristics?)

- Context and interpretation (e.g. do we understand why there are different outcomes?) From this, we have identified several 'indicators of risk' or measures where we think we need to act. We have grouped these according to the actions we will take below.

**Indicators of risk leading to objectives in our APP:**

- Nationally low progression rates and/or identified challenges in entry to HE for:  ○

  - Estranged young people
  - Care experienced young people
  - Refugee or asylumseekers
  - Gypsy, Traveller, Roma, Showmen and Boaters (GTRSB)
  - Justice involved young people
  - Young people with an EHCP
  - Young people with identified SEN

- A widening gap in continuation rates between students of ABMO ethnicities and students of white ethnicities.

- A persistent gap in continuation rates between male and female students.

- A widening gap in continuation rates between mature and young students.

- A persistent gap in attainment rates between students of ABMO ethnicities and students of white ethnicities.

- A persistent gap in attainment rates between male and female students.

- Intersections between age, sex and ethnicity, with lower attainment rates for young ABMO students and young male students.

- A fluctuating gap in progression rates between students of ABMO ethnicities and students of white ethnicities.

## Indicators of risk for further investigation and monitoring:

- Low or non-reporting of entrants who are estranged, refugee/asylum seekers, and/or from GTRSB ethnicities.

- Low and decreasing proportion of entrants reporting a disability, across all disability types.

- A widening gap in continuation rates between students from IMD Quintile 1 and students from IMD Quintile 5.

- A gap in completion rates between students in ABCS (Associations Between Characteristics of Students) Quintile 1 and students in ABCS Quintile 5.

- A reducing progression rate for IMD Quintile 1 students.

- A fluctuating gap in progression rates between students reporting a disability and those not reporting a disability.

## Institution Context

LTU offers higher education through programmes delivered from our Horsforth campus and through four franchise providers, with campuses across England. Our franchise provision makes up a significant proportion of our student numbers entering from 2019/20, with students learning in franchise provision making up 76.7% of new entrants in 2021/22. Our degree programmes include 4-year degree programmes with an integrated foundation year, 3-year undergraduate degrees, foundation degrees and higher-level apprenticeships.

| Table 1: Undergraduate Entrant Population over time | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 16-17 | | 17-18 | | 18-19 | | 19-20 | | 20-21 | | 21-22 | |
| Provision | No | % | No | % | No | % | No | % | No | % | No | % |
| Apprenticeship | | | 15 | 1.6% | 105 | 9.9% | 195 | 7.7% | 385 | 10.7% | 290 | 5.3% |
| Franchise Foundation | | | | | | | 1260 | 49.0% | 2070 | 57.4% | 4225 | 76.7% |
| On Campus Foundation | | | | | 60 | 5.6% | 265 | 10.3% | 305 | 8.4% | 330 | 6.0% |
| UG Degree | 1030 | 96.9% | 830 | 94.8% | 875 | 81.7% | 830 | 32.3% | 830 | 23.0% | 635 | 11.6% |
| UG Foundation Degree | 35 | 3.1% | 30 | 3.6% | 30 | 2.8% | 20 | 0.7% | 15 | 0.4% | 25 | 0.5% |
| Total | 1065 | 100.0% | 875 | 100.0% | 1070 | 100.0% | 2570 | 100.0% | 3605 | 100.0% | 5510 | 100.0% |

As shown in table 1, most of the students entering LTU in the past two years are taught within franchise providers and study undergraduate degrees with a foundation year. Within our analysis of access and continuation data, which includes these students, we have therefore looked at type of provision (programme type and teaching provider) to better understand student experiences and outcomes. We have not presented this level of detail in all the analysis below but have taken the findings into account when designing our intervention strategies.

**Notes on the data**

As a provider who has grown rapidly in recent years, we have relatively small numbers of students in our attainment, completion, and progression data, alongside larger numbers but limited trends in our access and continuation data. For some groups, numbers are too low to report here. We have commented on some of these within the access section. The data presented here refers to full-time undergraduate students, who make up the majority of our student body. Data on the characteristics and outcomes apprenticeship students has been reviewed separately (excepting table 2) and no objectives set.

As a university with a largely mature student population (82.3% of new entrants in 2021-22) and many students without traditional UCAS tariff-bearing qualifications, we have placed less focus in our activity on characteristics that apply only or primarily to our young population, including prior eligibility for free school meals (FSM), POLAR4 and TUNDRA. Outcomes for these groups can be viewed on the OfS Data Dashboard. Our interventions are targeted at groups that overlap with these populations and we therefore expect that any gaps in outcomes will be addressed by our activity. We will continue to monitor outcomes for students with these characteristics, amending our activity if further targeting is needed.

In considering racial inequalities, this assessment of performance uses the terminology applied within the OfS data dashboard of grouping students of Asian, Black, Mixed and Other ethnicities as 'ABMO'. Additionally, we look at disaggregated ethnicity groups at each stage of the student lifecycle. It has not been possible to publish all these here for attainment, continuation and progression data due to low numbers, but these form part of our internal assessment and design of interventions. We see these as useful tools to identify indications of inequalities of experience, opportunities, and outcomes. However, we recognise that the experiences of those with racialised and minoritized identities are not uniform and vary within and between ethnic groups and intersections of identity. Our intervention strategies are designed to consider and address the differential experiences of racialised and minoritized groups, with consideration of intersectional identities, and are built on these quantitative identifiers, the testimonies and expertise of lived experience, and on quantitative and qualitative data about these experiences as relates to higher education.

## Access

As identified in table 2, our student body is increasingly diverse, and we are enabling access for many of the groups identified nationally as facing risks to equality of opportunity. However, there are notable differences in the profile of students studying 3-year undergraduate qualifications at

LTU's Horsforth Campus, those studying on foundation year programmes at Horsforth and in our partner providers, and those studying apprenticeships.

| Table 2: Undergraduate 2021/22 Entrants By Provision and Student Characteristics | | Apprenticeship | Franchise Foundation | On Campus Foundation | UG Degree | UG Foundation Degree | Total |
|---|---|---|---|---|---|---|---|
| | | 290 | 4225 | 330 | 635 | 25 | 5510 |
| Age | 21 & Over | 59.2% | 98.0% | 27.5% | 17.0% | 80.0% | 82.3% |
| | Under 21 | 40.8% | 2.0% | 72.5% | 83.0% | 20.0% | 17.7% |
| Disability | N | 86.6% | 96.4% | 78.5% | 83.7% | 84.0% | 93.3% |
| | Y | 13.4% | 3.6% | 21.5% | 16.3% | 16.0% | 6.7% |
| Ethnicity | ABMO | 10.4% | 55.3% | 43.6% | 27.7% | 24.0% | 48.9% |
| | White | 89.6% | 44.7% | 56.4% | 72.3% | 76.0% | 51.1% |
| | Asian | 5.5% | 26.3% | 23.3% | 16.8% | 24.0% | 23.9% |
| | Black | 1.0% | 12.5% | 10.0% | 3.9% | | 10.7% |
| | Mixed | 3.8% | 3.7% | 7.6% | 5.0% | | 4.0% |
| | Other | | 12.9% | 2.7% | 1.9% | | 10.2% |
| | White | 89.6% | 44.7% | 56.4% | 72.3% | 76.0% | 51.1% |
| Sex | Female | 53.4% | 52.1% | 47.4% | 65.6% | 92.0% | 53.6% |
| | Male | 46.6% | 47.9% | 52.6% | 34.4% | 8.0% | 46.4% |
| IMD | Q1 | 16.2% | 57.7% | 44.8% | 34.9% | 40.0% | 52.1% |
| | Q2 | 21.4% | 24.6% | 14.3% | 17.9% | 12.0% | 23.0% |
| | Q3 | 17.2% | 10.7% | 17.4% | 15.8% | 16.0% | 12.1% |
| | Q4 | 28.3% | 4.8% | 15.5% | 16.6% | 20.0% | 8.1% |
| | Q5 | 16.9% | 2.2% | 7.9% | 14.8% | 12.0% | 4.8% |

## Disability

As shown in chart 1, we have had a decreasing proportion of entrants reporting a disability, to well below sector averages. A drop has been noticeable across all disability types (chart 2), with continuing reductions among students reporting a mental health condition and students reporting a cognitive or learning disability.



Chart 1: % Entrants by Disability Marker



Chart 2: % Disabled Entrants Detailed
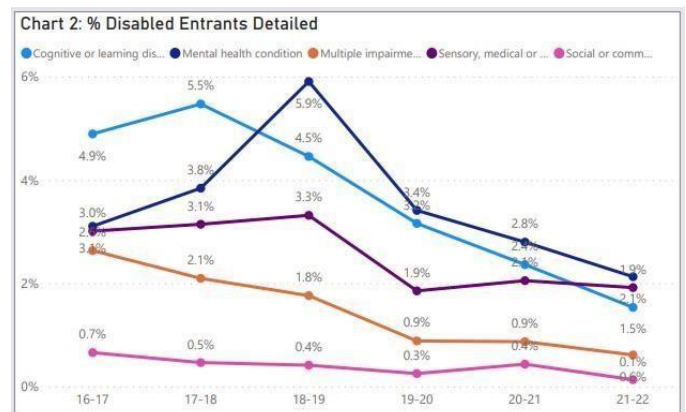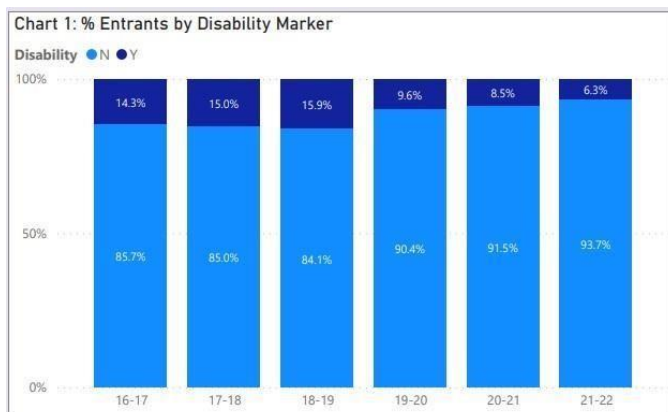
As identified in table 1, the proportion of students reporting a disability varies significantly by type of provision. Within our franchise partners, there have been low numbers of students reporting a disability upon entry over the period of our partnerships. Through consulting with franchise

partners, we have identified that we do not currently have high-quality and consistent data across all providers to assess whether this is the result of low numbers of applicants, underreporting at the point of application/entry, and/or whether there are issues of low disclosure on-course. All have been posited as possible factors and hence we are unable to confidently assess which risks to equality of opportunity disabled students are facing and where we need to concentrate our efforts and interventions. We have therefore established two groups to work with franchise partners to improve data quality and sharing, with the goal of identifying risks and rapid interventions that we can put in place within or across partners. Some partners already have interventions in place, which could be shared across provision. In 2023/24, the Partner Equity Group identified appropriate steps to take within each organisation and collectively to increase the proportions of students reporting disabilities and accessing appropriate support on course, with an additional intervention strategy (IS1) developed as a variation to the plan. The second, the Enhancing Partnership Working Project Board, considers data sharing and enhancing the process and systems which support students within our UK partner institutions.

**Care experienced students**

Our local data indicates that, across all our provision, around 1.8% of new entrants in 2021/22 declared themselves to be care leavers. The majority of these were studying at our franchise partners and are mature students. Among undergraduate programmes at our Horsforth campus, these figures have been consistently ~10-15 new entrants per year.

We believe that we may have further students who would qualify as care experienced but due to inconsistencies in reporting, we have not been able to verify this. This has also hampered our ability to track students throughout their journey with us. We intend to review our data collection and verification processes to improve our tracking of outcomes for care experienced students.

**Groups with limited local data**

There are several groups where we have not been able to identify consistent internal data on new entrants, or where numbers are too low to report here. These are:

- Estranged students
- Refugee or asylum-seeking students
- Gypsy, Traveller, Roma, Showmen and Boaters (GTRSB) students
- Students from an armed forces family
- Students who are ex-prisoners

- Students with a non-binary or questioning gender identity

- Students who are service leavers

Given low numbers or lack of data among our own entrants, and consistent evidence nationally that students from these groups are under-represented within higher education and face challenges in accessing higher education, we have set an objective to work with young people from these groups, amongst others, to support their progression within education (Intervention Strategy 2). We have not set a target to increase numbers at LTU specifically, as we want to provide support that enables these groups to access a range of education options appropriate to their ambitions and circumstances.

### Continuation

Continuation across our whole population has fallen in the most recent years of data, reaching 78.4% for 2020/21 entrants. This is of significant concern to the institution and is the focus of whole institution interventions.



Chart 3: Continuation By Provision

Provision ● Franchise Foundation ● On Campus Foundation ● UG Degree ● UG Foundation Degree
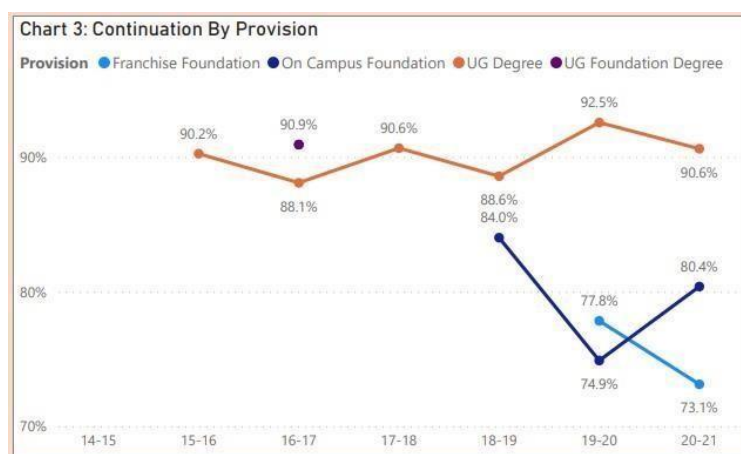
Continuation rates vary by programme within our provision (chart 3). We have therefore looked at continuation gaps between groups in LTU overall, and within specific contexts. This has revealed that gaps can vary significantly and even be reversed in different contexts. This has shaped our design of interventions.

# Ethnicity

We have seen a growing gap in continuation rates for ABMO students as compared to white ethnicity students. This has grown wider from 19-20.

For white ethnicity students, continuation rates have remained relatively steady, with a slight decline (chart 4/5). Continuation rates for other ethnicities are volatile due to small populations but are on a downward trend, with large percentage point gaps emerging in the most recent year of data (chart 5).

**Chart 4: Continuation By Ethnicity (grouped)**

Ethnicity (group) ● ABMO ● White



**Chart 5: Continuation By Ethnicity**

Ethnicity ● Asian ● Black ● Mixed ● Other ● White



**Chart 6: Continuation By Ethnicity (Detailed)**

Ethnic Detail
● African
● Bangladeshi
● Caribbean
● Chinese
● Gypsy or Traveller
● Indian
● Other Asian
● Other Black
● Other Ethnic Group
● Other Mixed
● Pakistani
● U
● White
● White & African
● White & Asian
● White & Caribbean



We have examined ethnic groups in more detail (chart 6). Low numbers overall make it difficult to identify trends, but it is apparent that nearly all other ethnic groups have lower continuation rates than white ethnicity students. There are greater gaps apparent between white and ABMO students in foundation year provision, making this a key focus for interventions. We have explored this data further in 'Intersections of characteristics' below and have set a target to increase continuation rates for ABMO students.

## Sex

**Chart 7: Continuation By Sex**

Sex ● Female ● Male
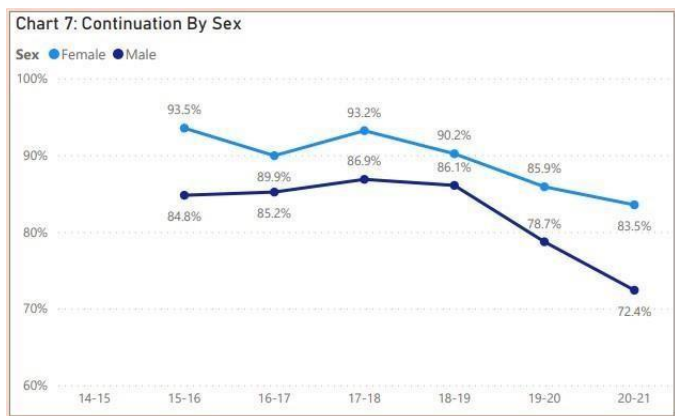


As with the wider sector, continuation rates of male students are consistently lower than female students (chart 7). This gap appears to have widened at LTU since 2019-20 and we are therefore setting a target to narrow this gap to 2pp by 2027-28.

## Age



Chart 8: Continuation By Age

Age ● 21 & Over ● Under 21
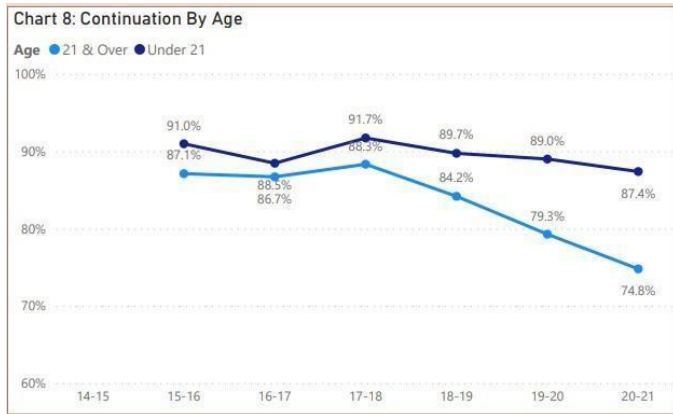
Overall, young students have a higher continuation rate. However, we have identified variations between types of provision, with mature students having a higher continuation rate compared to young students within foundation year provision. The overall gap is representative of the differences in continuation rates between foundation year (majority of students) and 3-year undergraduate programmes (minority of students).

We have set a target to increase continuation rates for mature students to 82% by 2027/28 but, given that we have identified different gaps by age in type of provision, we have looked at intersections of characteristics below and have considered these in designing our interventions.

## Intersections of characteristics

Where we have identified gaps in continuation between ABMO and white students; between male and female students; and between mature and young students, we have also examined intersections between these characteristics to better understand how to develop effective intervention strategies (tables 3 & 4). This is particularly important given that we are seeing different patterns within different forms of provision, and also large gaps between forms of provision.

Table 3: Continuation Intersections - Sex & Ethnicity

| Sex | 15-16 | 16-17 | 17-18 | 18-19 | 19-20 | 20-21 |
|---|---|---|---|---|---|---|
| **Female** | | | | | | |
| ABMO | 92.7% | 91.7% | 92.4% | 88.1% | 82.4% | 77.1% |
| White | 93.7% | 89.5% | 93.4% | 90.7% | 88.3% | 88.5% |
| **Male** | | | | | | |
| ABMO | 86.8% | 83.8% | 87.3% | 86.0% | 73.1% | 63.9% |
| White | 84.5% | 85.5% | 86.8% | 86.2% | 85.1% | 80.9% |

Table 4: Continuation Intersections - Sex & Age

| Sex | 15-16 | 16-17 | 17-18 | 18-19 | 19-20 | 20-21 |
|---|---|---|---|---|---|---|
| **Female** | | | | | | |
| 21 & Over | 89.1% | 88.1% | 91.6% | 86.3% | 81.9% | 80.4% |
| Under 21 | 94.5% | 90.3% | 93.6% | 91.2% | 91.6% | 89.5% |
| **Male** | | | | | | |
| 21 & Over | 81.4% | 83.6% | 82.0% | 79.7% | 75.9% | 69.5% |
| Under 21 | 85.2% | 85.5% | 88.2% | 87.7% | 84.4% | 83.7% |

Both ethnicity and sex remain important in continuation gaps. Male mature students and male ABMO students have the lowest continuation rates overall (tables 3 & 4) and hence we see these as a key group to target. As the majority of our ABMO and mature students study within our franchise partners, we will be working closely with them in delivering our interventions.

**IMD**

**Chart 9: Continuation By IMD Quintile**

IMD Quintile ● Q1 ● Q2 ● Q3 ● Q4 ● Q5

95%
90%
85%
80%
75%

91.2%  89.3%  89.8%  94.0%  89.1%  87.1%
91.1%  88.5%  88.0%  93.7%  89.4%  89.8%  87.0%
88.8%  84.5%  89.4%  94.0%  89.8%  85.7%  78.7%
93.7%  89.0%  84.3%  85.6%  76.3%
79.1%  76.6%

15-16   16-17   17-18   18-19   19-20   20-21
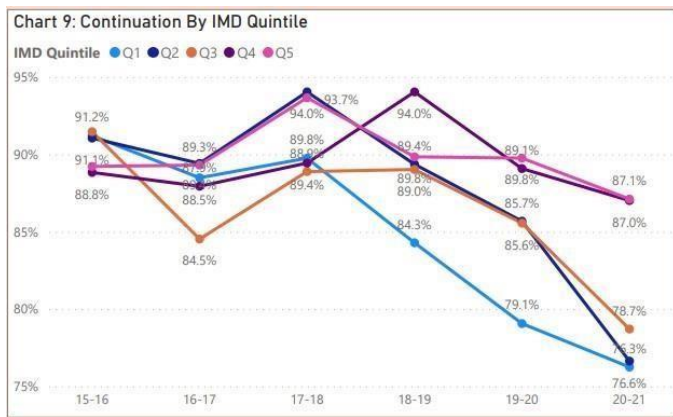
Overall, there are lower continuation rates for IMD Q1 students and a declining trend. However, examining gaps within forms of provision, gaps between Q1 and Q5 students are small or negative. Many of our IMD Q1 students study with our franchise partners, where continuation rates overall are lower and the population is majority mature. As we have identified targets for mature, ABMO and

male students and plan to work closely with our partners in delivering our intervention strategy to achieve these, we believe that the continuation rates of IMD Q1 students will improve as a result of these activities. We have therefore not set a target for IMD Q1 students but will continue to closely monitor their outcomes.

# Completion

For the majority of student characteristics there are small or volatile and inconsistent differences in completion rates between student groups. The exceptions are between male and female students, where male students consistently complete their studies at lower rates than female students, and students identified as within quintile 1 of the ABCS measure, who complete their studies at lower rates than students in other quintiles.

## ABCS

**Chart 10: Completion By ABC Quintile**

ABC Quintile ● 1 ● 2 ● 3 ● 4 ● 5

100%
90%
80%
70%

96.2%  92.5%  95.8%  94.2%  97.0%
94.0%  91.2%  91.4%  90.0%  93.4%  90.1%  86.7%
91.2%  88.0%  88.0%  89.1%  89.6%
86.3%  89.1%  84.3%  85.6%  84.8%  83.4%  77.4%
83.6%  80.5%  78.7%  72.2%
76.1%

12-13   13-14   14-15   15-16   16-17   17-18
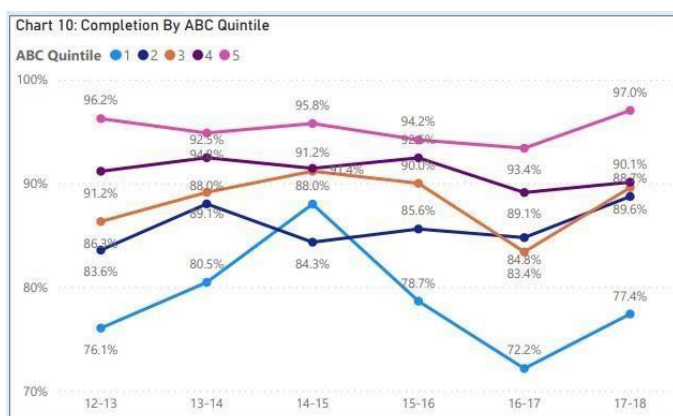
The large gaps evident between quintiles in the ABCS measure are not similarly reflected in gaps between individual characteristics e.g. the gap between white and ABMO students is 3pp. Although not all students are included within the ABCS measure, the size of this gap is still of concern.

Given that many of the risks to equality of opportunity for completion are the same to those for continuation and attainment, which we are addressing for multiple groups in these areas, no specific objectives for completion rates have been set as part of this plan. We will however

continue to monitor the completion rates of all students closely, with particular attention on those students with intersections of characteristics that may indicate disadvantage.

# Attainment

Our activities and intervention strategies are designed to deliver improvements for all the student groups identified here, however, we have set a specific target around the awarding gap between ABMO and white students. This is because ethnicity appears as a persistent factor in awarding rates when looking at intersections between ethnicity, sex, age and IMD.

## Ethnicity

We have a persistent awarding gap between ABMO and white students (chart 11). This is an important area of focus for us.

Small numbers of students from black, mixed and other ethnicities make it difficult to identify whether there are distinct differences by ethnic group, but all ABMO ethnic groups are awarded at lower rates than white students in the most recent year of data (chart 12). Asian students (mostly Pakistani ethnicity) and white students are the largest groups within our student population and show less variation in award rates, however there is still a persistent difference in awarding rates between white and Asian students.

Chart 11: Attainment By Ethnicity (grouped)

Chart 12: Attainment By Ethnicity
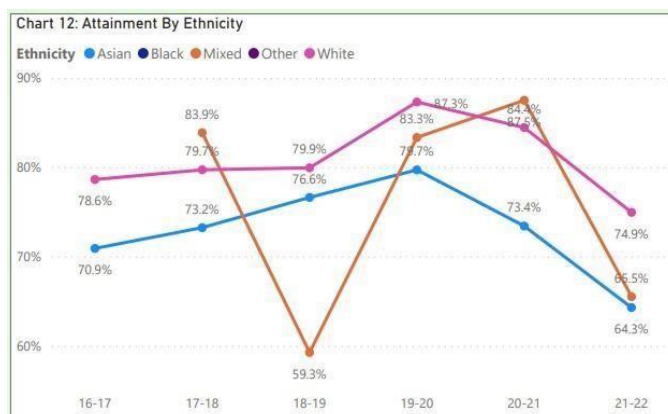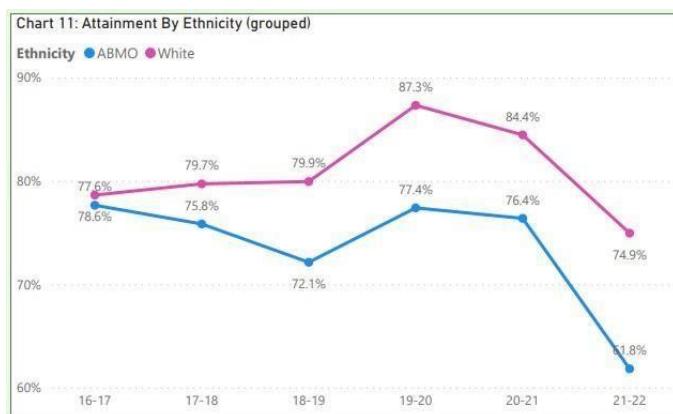
We have set a target to eliminate awarding gaps between ABMO and white students by 2027/28.

Further analysis is under 'intersections of characteristics' below.

## Sex

**Chart 13: Attainment By Sex**
Sex ● Female ● Male

| | 16-17 | 17-18 | 18-19 | 19-20 | 20-21 | 21-22 |
|---|---|---|---|---|---|---|
| Female | 82.6% | 84.4% | 83.8% | 88.9% | 84.9% | 72.0% |
| Male | 70.1% | 66.7% | 68.2% | 78.7% | 76.8% | 64.4% |
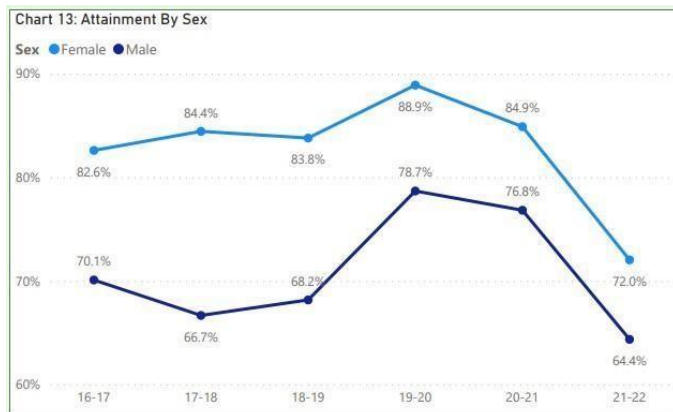
As in other stages of the student lifecycle, higher proportions of female students show positive outcomes than male students (chart 13). Although the gap between awarding rates has narrowed in the two most recent years, it is still notable.

We have explored this further in intersections of characteristics below.

## Age

**Chart 14: Attainment By Age on entry**
Age ● 21 & Over ● Under 21

| | 16-17 | 17-18 | 18-19 | 19-20 | 20-21 | 21-22 |
|---|---|---|---|---|---|---|
| 21 & Over | 88.7% | 84.4% | 82.4% | 87.6% | 82.1% | 78.6% |
| Under 21 | 76.7% | 78.3% | 78.0% | 85.0% | 82.2% | 67.6% |
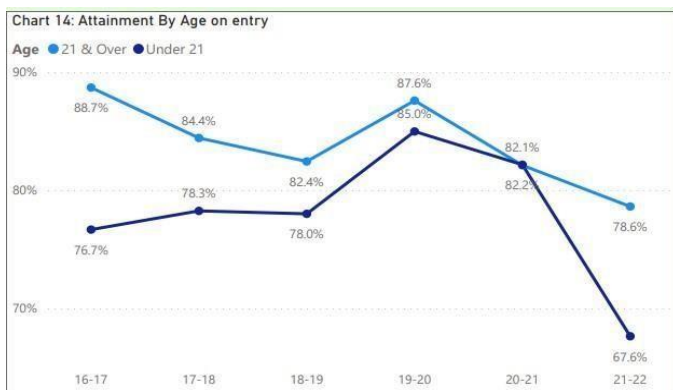
A recent gap has emerged between the awarding rates of young and mature students (chart 14). Although this only relates to one year of data, with previous gaps narrowing, data on continuation within our franchise and foundation year provision could indicate that a difference in outcomes between mature and young students may persist. We have therefore designed our intervention strategies to include both individual and cohort targeting activities so that we can address risks to equality of opportunity facing young students within some forms of provision.

## Intersections of characteristics

Although populations are relatively small within some of the intersections in the tables below, these have helped us to identify both the persistence of ethnicity as a factor and populations that have particularly low awarding rates. Within our intervention strategies (4-6) we have included both targeted and whole population interventions but are particularly concerned with addressing the low awarding rates for young ABMO and male ABMO students.

**Table 5: Attainment By Intersections – Sex & Ethnicity**

| Sex | 16-17 | 17-18 | 18-19 | 19-20 | 20-21 | 21-22 |
|---|---|---|---|---|---|---|
| ⊟ **Female** | | | | | | |
| ABMO | 80.0% | 76.4% | 83.7% | 82.4% | 81.6% | 65.5% |
| White | 82.9% | 85.9% | 83.7% | 90.5% | 86.5% | 76.3% |
| ⊟ **Male** | | | | | | |
| ABMO | SP | 74.2% | 44.4% | 63.3% | 65.0% | 55.3% |
| White | 70.1% | 65.6% | 72.2% | 81.2% | 80.6% | 71.0% |

**Table 6: Attainment By Intersections – Sex & Age**

| Sex | 16-17 | 17-18 | 18-19 | 19-20 | 20-21 | 21-22 |
|---|---|---|---|---|---|---|
| ⊟ **Female** | | | | | | |
| 21 & Over | 89.0% | 90.6% | 86.3% | 91.6% | 84.9% | 80.2% |
| Under 21 | 81.3% | 83.2% | 83.2% | 88.1% | 84.9% | 69.8% |
| ⊟ **Male** | | | | | | |
| 21 & Over | 87.9% | 61.5% | 72.2% | 78.6% | 75.7% | 74.3% |
| Under 21 | 67.2% | 67.3% | 67.5% | 78.7% | 77.0% | 62.1% |

**Table 7: Attainment By Intersections – Age & Ethnicity**

| Age | 16-17 | 17-18 | 18-19 | 19-20 | 20-21 | 21-22 |
|---|---|---|---|---|---|---|
| ⊟ **21 & Over** | | | | | | |
| ABMO | SP | 73.9% | 56.5% | 76.0% | 68.8% | SP |
| White | 87.9% | 86.9% | 87.9% | 90.2% | 88.4% | 86.3% |
| ⊟ **Under 21** | | | | | | |
| ABMO | 74.3% | 76.3% | 75.8% | 77.8% | 78.9% | 60.6% |
| White | 76.9% | 78.5% | 78.3% | 86.5% | 83.6% | 72.1% |

**Table 8: Attainment By Intersections – IMD & Ethnicity**

| IMD Group | 16-17 | 17-18 | 18-19 | 19-20 | 20-21 | 21-22 |
|---|---|---|---|---|---|---|
| ⊟ **Q1&2** | | | | | | |
| ABMO | 78.7% | 72.9% | 70.6% | 76.5% | 75.8% | 62.3% |
| White | 73.5% | 76.2% | 75.4% | 87.3% | 84.4% | 73.1% |
| ⊟ **Q3,4&5** | | | | | | |
| ABMO | 73.9% | 85.3% | 76.5% | 79.3% | 77.1% | 60.0% |
| White | 81.9% | 81.9% | 83.6% | 87.5% | 84.9% | 76.2% |

# Progression

Data on progression covers only three years and some populations are small, making it difficult for us to identify clear trends and be confident in gaps identified. This is an area we will need to continue to monitor closely, both as external data becomes available and through our own internal measures around student career development.  We have set one objective, around closing the gap in progression rates between white and ABMO students. This was also identified as a relevant target for us within our previous APP and our internal monitoring suggests that there is more that we can do in this area.

## Disability



Chart 15: Progression By Disability Marker
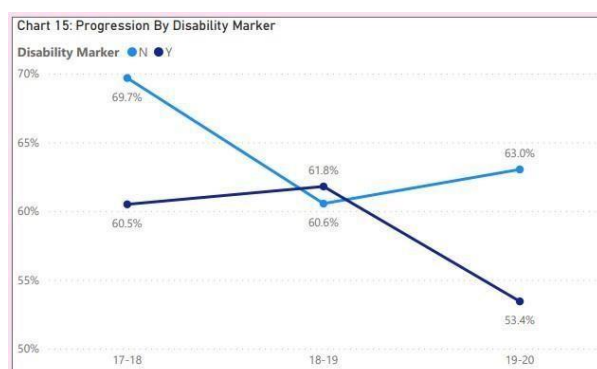
For two of the three years, we have identified a large gap between students with reported disabilities and those without reported disabilities. As this data involves small numbers and volatile changes, we have not set a target or objective around this area but will continue to monitor this and will be exploring this further with our current students.

## Ethnicity

As with students with reported disabilities, we have identified large shifts in the outcomes and gaps between ABMO and white students. However, as this has been a previous area of focus for us within our previous APP, our internal data suggests that the closing of this gap will not be sustained and that ABMO students are still experiencing risks to equality of opportunity in their progression.

We have therefore set a target to eliminate the aggregate gaps in progression that exist between ABMO and white students. Our largest ABMO population is Asian students but this is changing and we want to ensure that the gap is eliminated for all groups.



Chart 16: Progression By Ethnicity (grouped)



Chart 17: Progression By Ethnicity

## IMD



Chart 18: Progression By IMD Quintile
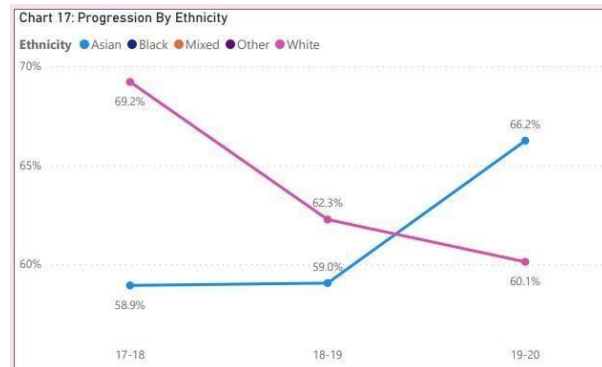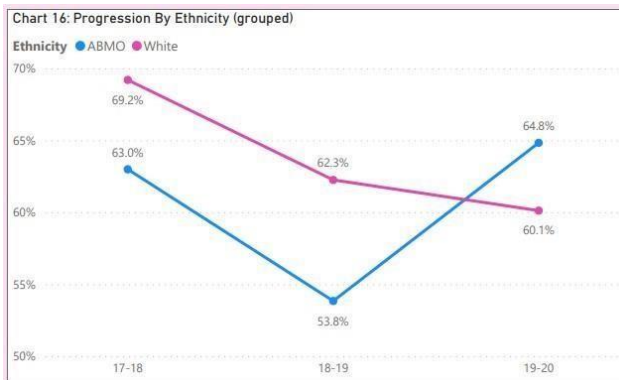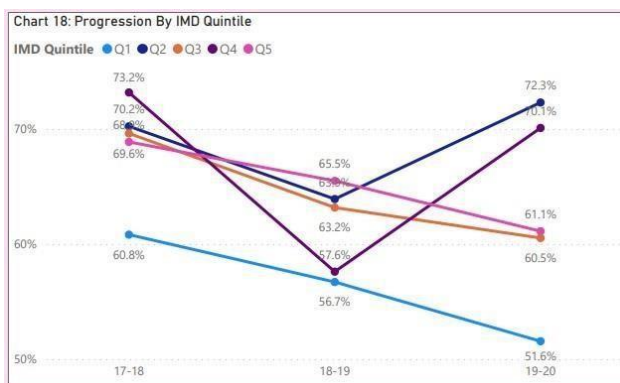
Progression by IMD quintiles does not follow a predictable pattern, with IMD Q2 students having the strongest progression rate in the most recent year of data. However, we have noted that the progression rate of IMD Q1 students is consistently declining, and we will be monitoring this.

# Annex B: Intervention Strategy Evaluation

As outlined in section 7, we have identified intended outcomes across all activities and have developed plans to evaluate these. Below, for each intervention, we detail the planned outcomes, methods of evaluation, and when we intend to publish reports from evaluation activity. The outcomes and methods identified are based on indications of suitable measures and methods from prior evaluation (both at LTU and across the sector) and on feasibility, as assessed in relation to current delivery plans, staff capacity, and likely datasets available to us. We anticipate that some of these intended outcomes and methods will change as we learn more about how and if our activities work and the best ways to understand and evidence these mechanisms. Our final activity reports will provide more detail about outcomes, measures and methods used in evaluations to enable readers to assess the strength of our evidence and make comparisons.

All interim findings are internal, to be shared with internal colleagues via practice groups and committees. Final reports are for both internal and external audiences. Summary accessible reports

will be shared on our LTU website, with more detailed reports available on request and shared through networks and calls for evidence.

## Intervention Strategy 1:

**Objective:** Increase rate of new entrants who disclose a disability through encouraging early disclosure of disability and by providing access to personalised support that assists disabled students' transition to higher education and ongoing success.

| Activity | Outcomes | Method(s) of evaluation | Summary of publication plan |
|---|---|---|---|
| **Activity 1:** Raising disabled students' confidence | Students understand the categories of disability in HE, the benefits of declaring their disability, and are confident that a declaration will not harm their application or academic standing.<br><br>Increase in the % of new entrants at LTU and partner institutions who disclose a disability. | Track the percentage of applicants and new entrants who disclose a disability.<br><br>Student survey to measure students' understanding of disability categories and disclosure benefits. | Annual report (external): April 2026 onwards |

| | | | |
|---|---|---|---|
| **Activity 2**: Student support | LTU and partner staff can access accurate records of disclosures that can facilitate student support.<br><br>Responsibilities for facilitating student support are clearly defined and clearly understood by LTU and partner staff.<br><br>Disabled students can access support and reasonable adjustments which assist their transition to higher education and ongoing success. | Focus groups to gain qualitative feedback from students regarding access to disability support and their perceptions of the support offer.<br><br>Staff survey to measure their knowledge and understanding of the support offer. | Interim report (internal): July 2026<br><br>Final report (external): July 2028 |
| **Activity 3:** Staff training | Staff understand the diverse needs and experiences of disabled students, fostering empathy and awareness.<br><br>Staff are equipped to assist disabled students, leading to a more proactive approach in providing help and resources.<br><br>An inclusive and supportive learning environment.<br><br>Higher continuation and attainment rates for disabled students. | Staff surveys pre and post training to assess changes in staff knowledge, awareness, and attitudes regarding the needs and experiences of disabled students.<br><br>Focus groups and/or individual interviews with staff to acquire qualitative feedback on their experiences, any insights gained from the training, and perceived changes in their ability to support disabled students. | Interim report (internal): September 2025<br><br>Final report (external): September 2027 |

| | | Monitor changes to student continuation and attainment rates. | |
| --- | --- | --- | --- |
| | | | |

## Intervention Strategy 2:

**Objective:** Develop and support positive perceptions of education and HE for young people that experience high levels of intersectional disadvantage; Support and encourage progression to HE for young people that experience high levels of intersectional disadvantage.

The objective of this intervention strategy is to explore a change in perceptions and hence our evaluation will focus on exploring perceptions of HE at first engagement and towards the end of each programme and/or academic year of activity. For activities 1 and 2, there is also crossover with objective 3, which aims to support attainment in school, and hence we will also be evaluating whether each activity achieves its intended outcome in producing interim outcomes that support attainment. For Children's University, this is increasing access to and engagement with extra-curricular learning opportunities. For partnerships with specialist/alternative provision, this is persistence in school, measured by positive engagement with learning and retention to 16.

As evaluation is primarily with young people under 15, some of whom may be vulnerable and some of whom will have SEND, we will be using skills assessments embedded in delivery, creative methods to gather perceptions and feedback, and will also be using assessments of teachers, parents and carers. We will be focusing our resources particularly on activity 2, as we will have consistent engagement with the same cohort of young people and there is less national evidence available on HE interventions with this group.

In the case of the Children's University (Activity 1), we anticipate contributing to national evaluations of Children's Universities but will not, initially, be able to carry out quantitative evaluations across all learners and schools engaged with the Children's University. We intend to develop this capacity over the life of this Plan, exploring how we can track learners and identify suitable comparator groups to measure impact on attainment and engagement with school.

For summer schools (activity 3), we anticipate generating type 2 evidence by using assessment of changes in attitudes pre and post summer school, tracking of participant applications to LTU, and qualitative evaluation to assess mechanisms of change in attitudes and intentions.

| Activity | Outcomes | Method(s) of evaluation | Summary of publication plan |
|---|---|---|---|
| **Activity 1:** Children's University | Increased positive engagement with learning in school<br><br>Development of positive perceptions of education and higher education for participants and families<br><br>Increased and diversified extra-curricular learning opportunities within partner schools<br><br>Increased enjoyment of learning | Parent/carer feedback (gathered at graduations)<br><br>Annual teacher/education leader survey<br><br>Pupil feedback (creative methods, adapted by age) | Annual report: Nov (annually, starting 2025) |

| | | | |
|---|---|---|---|
| **Activity 2:** Partnership with local specialist and alternative provision | Development of positive perceptions of education and higher education for participants<br><br>Increased positive engagement with learning in school<br><br>Increased understanding of HE study<br><br>Increased knowledge of HE options among participants | Teacher interview/focus group<br><br>In-session knowledge and skills assessment | Interim report: Nov 2026<br><br>Final report: Nov 2028<br><br>A formal ethics application will be sought for this evaluation, with the aim of publishing findings in academic and practitioner journals. |
| **Activity 3:** Summer School | Increased confidence of participants in ability to succeed within HE | Monitoring of applicant and participant characteristics | Interim findings:<br><br>Dec (annually) |

| | | | |
|---|---|---|---|
| | Development of skills relevant to HE study | Participant pre and post surveys (use of TASO and NERUPI question banks) | Final report: Mar (annually) |
| | Increased confidence of participants in making positive decisions about HE | Student ambassador focus groups | |
| | Increased confidence of participants in ability to build positive relationships within HE | In-delivery skills and attitude assessment | |
| | Increased understanding of HE study | Tracking of participants who make applications to LTU (applications, enrolments) | |
| | Increased numbers of summer school participants from target groups | | |
| | Progression to LTU | | |

## Intervention Strategy 3:

**Objective:** Support attainment in school for young people that experience high levels of intersectional disadvantage.

We will be using self-reported measures of outcomes, aligned to concepts of academic selfefficacy and domains of oracy. As activity is being co-designed with teachers to fit school needs, we hope in future to be able to identify more opportunities to develop our evaluation that can be embedded within the activity or within existing school evaluation (e.g. for Gatsby Benchmarks, oracy benchmarks or pupil premium funding) and can support development of comparison groups.

| Activity | Outcomes | Method(s) of evaluation | Summary of publication plan |
|---|---|---|---|
| | | | |

| Activity 1: School based attainment support (KS4 & 5) | Increased positive engagement in class from targeted pupils | Survey and interview with class teachers | Interim findings: Nov 2025<br><br>Final report: Feb 2026 |
|---|---|---|---|
| | Reinforcement of positive learning behaviours<br><br>Increased curriculumspecific knowledge in participants<br><br>Increased participant self-efficacy in relation to assessed skills (e.g. structuring an argument)<br><br>Participants develop understanding of HE study<br><br>Participants develop positive perceptions of HE<br><br>Participants increase oracy skills across domains of confidence, cognitive and physical oracy. | Session observation<br><br>Post-session pupil reaction feedback<br><br>Pre and post participant surveys<br><br>Teacher assessment | Further evaluation pending findings |

## Intervention Strategy 4:

**Objective:** Increase continuation and attainment for ABMO, mature and male students through developing institutional belonging.

For activity 1, we are aiming to produce empirical evaluation through use of pre and post surveys and triangulation of findings through engagement with both mentors and mentees. Due to the nature of activity 2, we will be carrying out an internal process evaluation but, at this stage, are not able to fully design a programme evaluation that will cover all implementation activities that will align to the transition framework. We aim to develop this once the framework is fully developed, with the intention of using qualitative methods that can explore the implementation of the framework in different programme settings. Activities 3 and 4 are large scale and hence we will be using a sampling approach and qualitative research methods to explore outcomes, alongside monitoring of activity outputs. Interim reports will focus on this monitoring, with final reports including research on outcomes. We will explore the feasibility of using case study approaches for these activities to develop a deeper understanding of participants experiences and impact.

| Activity | Outcomes | Method(s) of evaluation | Summary of publication plan |
|---|---|---|---|
| **Activity 1:** Transitional mentoring | Increased academic self efficacy related to HE study<br><br>Increased sense of belonging at LTU<br><br>Participants continue from 1st to 2nd year | Pre and post student survey<br><br>Participant tracking | Project evaluation published on external website by Dec 2027 |

| Activity 2: Transition Framework | Increased staff awareness of student experiences of transition at LTU | Process evaluation (24/5 – 26/7) | Interim evaluation: Aug 2027 |
|---|---|---|---|
| | Increased staff knowledge of effective practice to support successful transition | Outcomes evaluation (26/727/8) Student experience survey (all students) | Final Evaluation: Dec 2028 |
| | Increased student satisfaction in academic support and learning resources | Qualitative research with staff – interviews, focus groups and reflection activities | |
| | Increase in students feeling part of the learning community | | |
| | Increased continuation between levels | | |
| **Activity 3:** Cocreation Projects | Increased sense of belonging among co-creation student participants | Focus groups and interviews with student participants | Interim report: Jan 2026 |
| | Increased academic selfefficacy among co-creation student participants | Interviews with staff | Final report (to include student outcomes): Jan 2027 |
| | Increase in students feeling part of the learning community | Tracking participant outcomes | |
| | Increase in inclusive practices among participating staff | (across selection of co-creation projects) | |
| | Increased continuation rates of ABMO and male students in programmes including cocreation | | |
| | Increased attainment in programmes including cocreation | | |

| Activity 4: Personal Tutoring and Academic Coaching | Increased confidence of tutors in building positive and constructive relationships with tutees | Post-training tutor surveys and in session assessments | Interim report: Nov 2026 |
|---|---|---|---|
| | Increased tutor awareness of techniques to foster student autonomy, reflection and academic self-efficacy | Student focus groups | Final report: Mar 2027 |
| | Tutees feel that personal tutors support their personal and academic development | | |
| | Tutees from target groups feel able to build positive and constructive relationships with their tutors | | |

## Intervention Strategy 5:

**Objective:** Eliminate the awarding gaps through attention on curriculum revision and academic practice.

Initially, evaluation will focus on assessing outcomes of training and support delivered as part of activity 2. This will be primarily narrative and based on reaction feedback. However, by using indepth interviewing, we hope to gain an understanding of the mechanisms that can support improved outcomes in each provider context, which we will apply in reviewing both our delivery and evaluation approach after two years. Our intention is to extend evaluation from the initial impact on training and support participants, to outcomes on learners and institutions.

We have not detailed evaluation activity for activity 1 (curriculum and assessment review), as this will involve a process evaluation in the first instance, followed by design of evaluation for specific activity arising from the review. Nonetheless, we have identified provisional outcome measures for assessing the success of the review and subsequent activity, which can be assessed through our existing student surveys. Once the review is concluded, we will start developing evaluation for the outputs of the review and any subsequent activities. At this stage we will also be able to assess whether we are able to undertake any quantitative comparisons of reformed and non-reformed programmes.

As both activities in this intervention strategy relate to enhancement of teaching and learning and to reviewing practice, we anticipate sharing our findings at internal and external fora focused on teaching and learning, including our own teaching and learning conference and sector events. Over the life of this plan, our aim is to move from narrative evaluation that aligns with our goals to better understand learning contexts and mechanisms for change within them, to empirical evaluation that will assess the outcomes of our activities, first on teaching staff and then on learners.

| Activity | Outcomes | Method(s) of evaluation | Summary of publication plan |
|---|---|---|---|
| **Activity 1:** Curriculum and Assessment review | Increased student satisfaction that assessment feedback has helped to improve their work<br><br>Increased student satisfaction in preparation for assessment | Student surveys (L3, L4, L5)<br><br>TBD dependent on outcomes of the review | To be determined once review is concluded in 2026 |
| | Increased staff confidence in developing inclusive assessment<br><br>Improved continuation rates, particularly for male and ABMO students<br><br>Improved module results for reformed years and programmes | | |

| Activity 2: Academic Development Support (Partner Focus) | Increased engagement of partner teaching staff with LTU academic development training sessions | Interviews with College Liaison Tutors | Interim findings: Nov 2026 |
|---|---|---|---|
| | Participants feel more confident in identifying and addressing possible risks of noncontinuation in their contexts | Training session feedback – survey based | We will review evaluation approach following interim findings. This will determine timelines for further publication |
| | Participants feel empowered to develop academic interventions and practices relevant to their context | Monitoring of partner staff engagement with training and support | |

## Intervention Strategy 6:

**Objective:** Increase continuation and attainment rates for ABMO students through directly challenging racism and racial inequity within LTU.

We will not be undertaking published evaluations of activity 1: Embedding 're-tension' as part of this plan. The re-tension workshops have run for several years with positive evaluations via survey and qualitative feedback indicating their effectiveness at prompting participant reflection, development of literacy around racial equality and increased confidence in discussing racism and experiences of racism within HE. Elements of these evaluations have been included in journal articles and sector media coverage (see Shakir & Siddique, 2023; Shakir & Barker, 2021). We do however intend to develop a research project to look at the longer-term impacts of the re-tension workshop and its impact on practice and institutional cultures.

For this objective, we will focus our evaluation activity on activity 2, which will involve department and/or faculty specific interventions based on local and granular ethnicity data.

| Activity | Outcomes | Method(s) of evaluation | Summary of publication plan |
|---|---|---|---|
| **Activity 2:** Using data and student engagement to tackle programme gaps. | Closing of awarding gaps in targeted faculties<br><br>Development of 2 faculty or department-specific pilot interventions<br><br>Development of 3 student cocreation projects<br><br>Increased awareness among faculty staff of the risks leading to awarding gaps | Staff interviews (post-intervention)<br><br>Monitoring of awarding gaps, comparison against similar programmes where feasible<br><br>Evaluations will be developed separately for pilot initiatives and cocreation projects | The initiative will be reviewed overall in 2027, with a summary report published on our website by May 2028<br><br>This will include details of evaluation of pilot interventions, where completed by this date, and dates for publication where still pending |

## Intervention Strategy 7:

**Objective:** Improve the progression rates of ABMO students, reflecting our ethos, values, and strategic approach.

For this intervention strategy we will be evaluating individual activities and overall success (detailed on p24). As evaluation resource is limited, we will be focusing our more in-depth evaluation activity on activity 3, as this is a high resource activity that we have not delivered before. This will aim to track changes in participant employability skills over the programme, leading to a type 2 evaluation. Longer term, it may be possible to explore matched comparators for this programme, but we do not anticipate this within the duration of this plan. The evaluation of activities 1 and 4 will draw on student activity feedback and activity engagement or outcomes already tracked through student surveys.

These will be narrative and descriptive statistics initially, with the intention to develop comparator groups once the scale of the engaged cohorts for activity is determined. Evaluation of activity 2 will

primarily involve monitoring outputs, such as the diversity of industry placements available, and placement participant feedback and will be type 1 evaluation.

Demonstrating impact of careers interventions is challenging given the long timelines from intervention to career outcome. We therefore only anticipate publishing comprehensive findings from the ABMO leadership programme during the life of this plan. However, we believe that sharing our practice with the sector at an earlier stage will be essential to improving the evidence base for targeted career interventions and have therefore made this an intended output of activity 1. For activities 2 & 4, although our identified reporting is internal due to a focus on monitoring and the potential to reveal sensitive information about our students or partners, we will be producing an annual progress report reviewing the intervention strategy. We also intend to disseminate our interim findings through sector conferences and networks/professional bodies such as ASET and AGCAS.

| Activity | Outcomes | Method(s) of evaluation | Summary of publication plan |
|---|---|---|---|
| **Activity 1:** Targeted career development support and insights. | Outputs<br><br>Students can engage with a range of ABMO professionals throughout their studies to support their career thinking and decision making<br><br>Develop research projects that identify good practice for career development support for target groups<br><br>Develop events specific to the needs of identified target students<br><br>Disseminate practice findings across the sector | Tracking of targeted student engagement with activities<br><br>Activity and careers appointment feedback<br><br>Tracking of career readiness measures/progression for target students<br><br>Graduate outcomes survey results | Interim findings: Mar 2027<br><br>Final report: May 2028 |

| | Outcomes | | |
|---|---|---|---|
| | | | |

| | | | |
|---|---|---|---|
| | Students receiving targeted interventions progress in their career journeys/career readiness stage | | |
| | Engagement with career support throughout study increasing engagement among targeted students | | |
| | Targeted students feel that they receive relevant and useful support through careers appointment feedback | | |
| | Students receiving targeted interventions obtain graduate level employment or further study | | |
| **Activity 2:** Placement development and Employer Engagement | <u>Outputs</u> Employers have commitments to EDI and anti-racist practices<br><br>Diversification of industries represented in placement opportunities local to ABMO students<br><br><u>Outcomes</u> Increase in proportion of ABMO students in high skilled undergraduate placements<br><br>ABMO students assess their placement experiences as useful for their career and | Monitoring placement offer – diversity, quality, location and EDI commitments<br><br>Placement engagement by ABMO students<br><br>Placement feedback from ABMO students<br><br>Monitoring anticipated career outcomes for ABMO students | Annual internal reporting<br><br>Annual progress report |

| | | | |
|---|---|---|---|
| | personal goals using post placements feedback | | |
| | Employers and ABMO placement students report positive experiences and feel supported by LTU | | |
| | Increase in proportions of final year ABMO students on-track to enter graduate professions | | |

| **Activity 3:** ABMO Leadership Programme | <u>Outcomes</u><br>Participating students able to develop graduate employability skills -<br>Specifically mapped to the LTU Graduate Attributes and Skills framework demonstrating 'gain' through their My Skills reflective questionnaire on Career Passport<br><br>Participating students develop a personal career development plan and feel empowered to achieve it<br><br>Participating students feel a greater sense of belonging at LTU through pre-post assessment<br><br>Participating students' progress onto graduate-level employment within 15 months of graduation | Monitoring of activities on offer and take-up by students<br><br>Participant feedback (pre and post survey and interviews) | Annual internal reporting<br><br>Final pilot report: Jan 2026 |

| **Activity 4:** Exclusive opportunities for ABMO students. | <u>Outputs</u> Developed access to a range of opportunities exclusively for ABMO students <br><br> <u>Outcomes</u> Increase of ABMO students taking up paid opportunities <br><br> ABMO students assess their experiences as useful for their career and personal goals | Monitoring of activities on offer and take-up by students <br><br> Participant feedback (survey based) | Annual internal reporting <br><br> Annual progress report |
| --- | --- | --- | --- |

# Annex C: Targets, investment and fees

# Fees, investments and targets
## 2024-25 to 2027-28

**Provider name: Leeds Trinity University**

**Provider UKPRN: 10003863**

### Summary of 2024-25 entrant course fees

*course type not listed

**Inflation statement:**

Subject to the maximum fee limits set out in Regulations we will increase fees each year using CPIH

### Table 3b - Full-time course fee levels for 2024-25 entrants

| Full-time course type: | Additional information: | Sub-contractual UKPRN: | Course fee: |
|---|---|---|---|
| First degree | NA | N/A | 9250 |
| Foundation degree | NA | N/A | 5000 |
| Foundation year/Year 0 | * | N/A | . |
| HNC/HND | * | N/A | . |
| CertHE/DipHE | * | N/A | . |
| Postgraduate ITT | NA | N/A | 9250 |
| Accelerated degree | * | N/A | . |
| Sandwich year | * | N/A | . |
| Erasmus and overseas study years | * | N/A | . |
| Other | * | N/A | . |

### Table 3b - Sub-contractual full-time course fee levels for 2024-25

| Sub-contractual full-time course type: | Sub-contractual provider name and additional information: | Sub-contractual UKPRN: | Course fee: |
|---|---|---|---|
| First degree | Bradford College | 10000840 | 9250 |
| First degree | Global Banking School Limited | 10042500 | 9250 |
| First degree | LD Training Services Limited | 10027803 | 9250 |
| First degree | Results Consortium Limited | 10023871 | 9250 |
| First degree | UK Curriculum and Accreditation Body (UKCAB) | 10043146 | 9250 |
| First degree | Waltham International College Limited | 10029843 | 9250 |
| Foundation degree | * | * | . |
| Foundation year/Year 0 | * | * | . |
| HNC/HND | * | * | . |
| CertHE/DipHE | * | * | . |
| Postgraduate ITT | Bradford College | 10000840 | 9250 |
| Accelerated degree | * | * | . |
| Sandwich year | * | * | . |
| Erasmus and overseas study years | * | * | . |
| Other | * | * | . |

### Table 4b - Part-time course fee levels for 2024-25 entrants

| Part-time course type: | Additional information: | Sub-contractual UKPRN: | Course fee: |
|---|---|---|---|
| First degree | Not Applicable | | 6935 |
| Foundation degree | * | * | . |
| Foundation year/Year 0 | * | * | . |
| HNC/HND | * | * | . |
| CertHE/DipHE | * | * | . |
| Postgraduate ITT | * | * | . |
| Accelerated degree | * | * | . |
| Sandwich year | * | * | . |
| Erasmus and overseas study years | * | * | . |
| Other | * | * | . |

### Table 4b - Sub-contractual part-time course fee levels for 2024-25

| Sub-contractual part-time course type: | Sub-contractual provider name and additional information: | Sub-contractual UKPRN: | 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 | * | * | . |

# Fees, investments and targets

**Provider name: Leeds Trinity University**

## 2024-25 to 2027-28

**Provider UKPRN: 10003863**

### Investment summary

A provider is expected to submit information about its forecasted investment to achieve the objectives of its access and partNote that this does not neand Table 6d gives a more detailed breakdown.cessarily represent the total amount spent by a provider in these areas. Table 6  icipation plan in respect of the following areas: access, financial support and research and evaluation. b provides a summary of the forecasted invest                ment, across the four academic years covered by the plan,

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

Yellow shading indicates data that was calculated rather than input directly by the provider.  In Table 6d
(under 'Breakdown'):       "Total access investment funded from HFI" refers to income from charging fees above the basic fee limit.
giving and private sector sour"Total access investment from other funding (as specified)" refers to other funding, including OfS funding (but excluding Unices and/or partners.   Connect), other public funding and funding from other sources such as philanthropic

### Table 6b - Investment summary

| Access and participation plan investment summary (£) | Breakdown | 2024-25 | 2025-26 | 2026-27 | 2027-28 |
|---|---|---|---|---|---|
| Access activity investment (£) | NA | £450,000 | £450,000 | £450,000 | £450,000 |
| Financial support (£) | NA | £2,817,000 | £3,163,000 | £1,749,000 | £1,957,000 |
| Research and evaluation (£) | NA | £121,000 | £135,000 | £145,000 | £155,000 |

### Table 6d - Investment estimates

| Investment estimate (to the nearest £1,000) | Breakdown | 2024-25 | 2025-26 | 2026-27 | 2027-28 |
|---|---|---|---|---|---|
| Access activity investment | Pre-16 access activities (£) | £80,000 | £80,000 | £80,000 | £80,000 |
| Access activity investment | Post-16 access activities (£) | £280,000 | £280,000 | £280,000 | £280,000 |
| Access activity investment | Other access activities (£) | £90,000 | £90,000 | £90,000 | £90,000 |
| **Access activity investment** | **Total access investment (£)** | **£450,000** | **£450,000** | **£450,000** | **£450,000** |
| Access activity investment    Access activity investment | Total access investment (as % of HFI)Total access investment funded from HFI (£) | 2.2% £450,000 | £450,000 1.9% | £450,000 1.7% | £450,000 1.6% |
| Access activity investment | Total access investment from other funding (as specified) (£) | £0 | £0 | £0 | £0 |
| Financial support investment | Bursaries and scholarships (£) | £2,527,000 | £2,873,000 | £1,459,000 | £1,667,000 |
| Financial support investment | Fee waivers (£) | £90,000 | £90,000 | £90,000 | £90,000 |
| Financial support investment | Hardship funds (£) | £200,000 | £200,000 | £200,000 | £200,000 |
| Financial support investment    Financial support investment | Total financial support investment (£)    Total financial support investment (as % of HFI) | £2,817,000  13.5% | £3,163,000  13.3% | £1,749,000  6.7% | £1,957,000  7.0% |
| Research and evaluation investment | Research and evaluation investment (£) | £121,000 | £135,000 | £145,000 | £155,000 |
| esearch and evaluation investment | Research and evaluation investment (as % of HFI) | 0.6% | 0.6% | 0.6% | 0.6% |

# Office for Students

## Fees, investments and targets
## 2024-25 to 2027-28

**Provider name: Leeds Trinity University**

**Provider UKPRN: 10003863**

## Targets

### Table 4a: Access targets

| Aim (500 characters maximum) | Reference number | Lifecycle stage | Characteristic | Target group | Comparator group | Description and commentary [500 characters maximum] | Is this target collaborative? | Data source | Baseline year | Units | Baseline data | 2024-25 milestone | 2025-26 milestone | 2026-27 milestone | 2027-28 milestone |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Increase access rates for disabled students | PTA_1 | Access | Reported disability | Other (please specify in description) | | Increase the rate of new entrants who disclose any disability from 8% to 13% by 2027-28 | Yes | The access and participation dataset | 2022-23 | Percentage | 8% | 9% | 10% | 11.5% | 13% |
| Improve oracy skills for KS4 pupils participating in oracy interventions | PTA_2 | Raising attainment | Intersection of characteristics | Other (please specify in description) | | Target based on the proportion of participants in KS4 debating activity experience who see positive progress in at least one oracy domain. Pupils are selected as borderline GCSE English, from target schools with high levels of FSM. Data on oracy skills are gathered from student self perception and teacher assessments before and after intervention. This is a new intervention for 2024, so there is no baseline for this target | No | Other data source (please include details in commentary) | Other (please include details in commentary) | Percentage | NA | 90% | 100% | 100% | 100% |
| | PTA_3 | | | | | | | | | | | | | | |
| | PTA_4 | | | | | | | | | | | | | | |
| | PTA_5 | | | | | | | | | | | | | | |
| | PTA_6 | | | | | | | | | | | | | | |
| | PTA_7 | | | | | | | | | | | | | | |
| | PTA_8 | | | | | | | | | | | | | | |
| | PTA_9 | | | | | | | | | | | | | | |
| | PTA_10 | | | | | | | | | | | | | | |
| | PTA_11 | | | | | | | | | | | | | | |
| | PTA_12 | | | | | | | | | | | | | | |

### Table 4b: Success targets

| Aim (500 characters maximum) | Reference number | Lifecycle stage | Characteristic | Target group | Comparator group | Description and commentary [500 characters maximum] | Is this target collaborative? | Data source | Baseline year | Units | Baseline data | 2024-25 milestone | 2025-26 milestone | 2026-27 milestone | 2027-28 milestone |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Increase continuation rates for ABMO students | PTS_1 | Continuation | Ethnicity | Other (please specify in description) | N/A | Increase continuation rates incrementally for ABMO students from 70.7% for 2020-21 UG entrants to 85% for 2025-26 UG entrants. | No | The access and participation dataset | 2022-23 | Percentage | 70.7% | 75% | 79% | 83% | 85% |
| Increase continuation rates for mature students | PTS_2 | Continuation | Age | Mature (over 21) | N/A | Increase continuation rates incrementally for mature students from 74.8% for 2020-21 UG entrants to 82% for 2025-26 UG entrants. | No | The access and participation dataset | 2022-23 | Percentage | 74.8% | 76% | 78% | 80% | 82% |
| Close the continuation gap between male and female students | PTS_3 | Continuation | Other | Other (please specify in description) | N/A | Reduce the gap in continuation rates between male and female students from 11.1pp for 2020-21 entrants to 2pp for 2025-26 entrants. | No | The access and participation dataset | 2022-23 | Percentage points | 11.1 | 8 | 6 | 4 | 2 |
| Eliminate awarding gaps between ABMO and white students | PTS_4 | Attainment | Ethnicity | Other (please specify in description) | White | Reduce the gap in awarding rates between ABMO and white students from 13.1pp for 2021-22 graduates to 0pp for 2026-27 graduates. | No | The access and participation dataset | 2022-23 | Percentage points | 13.1 | 9 | 5 | 1 | 0 |
| | PTS_5 | | | | | | | | | | | | | | |
| | PTS_6 | | | | | | | | | | | | | | |
| | PTS_7 | | | | | | | | | | | | | | |
| | PTS_8 | | | | | | | | | | | | | | |
| | PTS_9 | | | | | | | | | | | | | | |
| | PTS_10 | | | | | | | | | | | | | | |
| | PTS_11 | | | | | | | | | | | | | | |
| | PTS_12 | | | | | | | | | | | | | | |

### Table 4c: Progression targets

| Aim (500 characters maximum) | Reference number | Lifecycle stage | Characteristic | Target group | Comparator group | Description and commentary [500 characters maximum] | Is this target collaborative? | Data source | Baseline year | Units | Baseline data | 2024-25 milestone | 2025-26 milestone | 2026-27 milestone | 2027-28 milestone |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|

| | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Eliminate gaps in progression between ABMO and white students | PTP_1 | Progression | Ethnicity | Other (please specify in description) | White | Eliminate gaps in progression rates between ABMO and white students, based on 2-year aggregates, from 5.6pp for the 2019-20 and 2020-21 graduate cohort, to 0pp for the 2023-24 and 2024-25 graduating cohort. | No | The access and participation dataset | 2022-23 | Percentage points | 5.6 | 5 | 3 | 1 | 0 |
| | PTP_2 | | | | | | | | | | | | | | |
| | PTP_3 | | | | | | | | | | | | | | |
| | PTP_4 | | | | | | | | | | | | | | |
| | PTP_5 | | | | | | | | | | | | | | |
| | PTP_6 | | | | | | | | | | | | | | |
| | PTP_7 | | | | | | | | | | | | | | |
| | PTP_8 | | | | | | | | | | | | | | |
| | PTP_9 | | | | | | | | | | | | | | |
| | PTP_10 | | | | | | | | | | | | | | |
| | PTP_11 | | | | | | | | | | | | | | |
| | PTP_12 | | | | | | | | | | | | | | |