The University of Sheffield
2019-20 Access and Participation Plan

## Section 1 - Assessment of current performance

Our assessment of performance focuses on the recruitment and completion of students with protected characteristics. It evaluates our performance across the student lifecycle by considering the longer-term trends. The assessment is based predominantly on measures from the HESA Performance Indicators which look at entrants from under-represented groups, and non-continuation rates. Many of the University's historic Access Agreement targets are based on these data. Further analysis of our performance against our peer institutions (the Russell Group) and our own trends over time against the benchmark is shown below for a selection of the HESA PIs. Trends on progression to work or further study which compare students with Widening Participation (WP) characteristics against the performance of the wider cohort are also included based on the Destinations of Leavers from Higher Education (DHLE) survey data. Our Widening Participation Research and Evaluation Unit (WPREU) also undertakes a range of qualitative and quantitative research activities to explore the outcomes and student experience of different student cohorts, which have informed this assessment.

### 1.1 Entrants from under-represented groups

The HESA data shows that we have consistently performed well and above benchmark in recruiting students from state schools and colleges and from low participation neighbourhoods. The internal data, included towards the end of this section, suggests that our performance continues to be strong in the most recent academic year and that we have also recruited increasing proportions of students from BME backgrounds and mature students.

The University has a broad range of widening participation activities and schemes, many of which are targeted towards learners who meet a number of widening participation and academic criteria. More information about our work in this area can be found in section 2 below. These criteria may be in addition to, as well as overlap with the WP categories highlighted below.

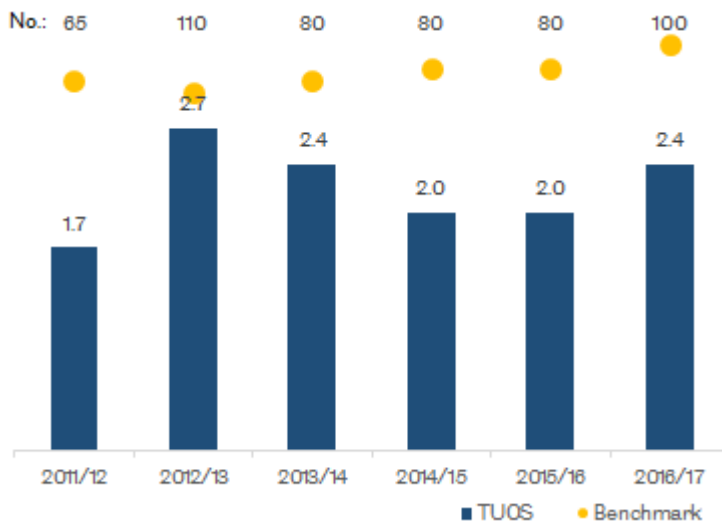i) Young full-time first degree entrants from state schools or colleges
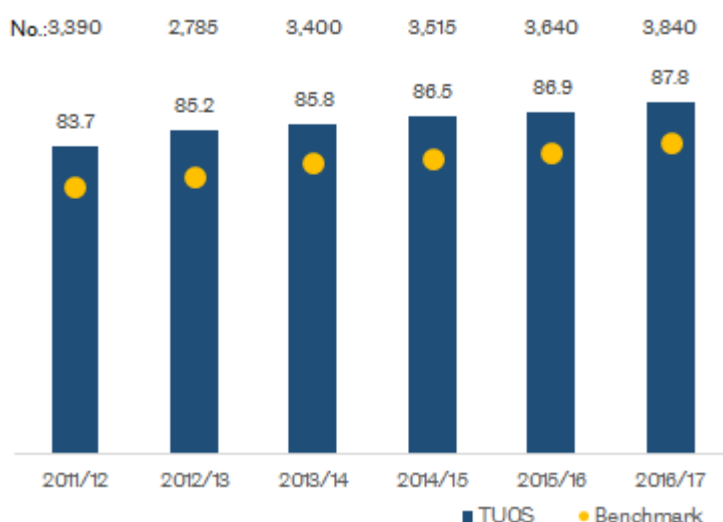
ii) Young full-time first degree entrants from low participation neighbourhoods
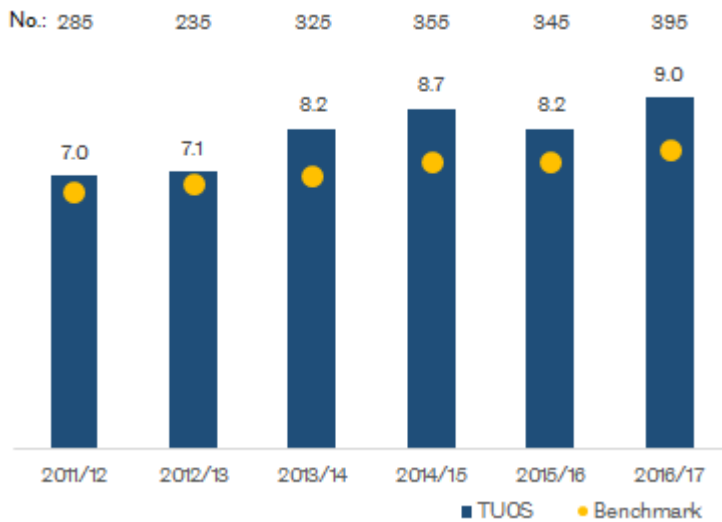

1.2 Non-continuation rates

The University has a low non-continuation rate for the three categories of student considered compared with the benchmark and we aim to maintain this level of non-continuation. The University has a good understanding of the varying reasons why students may choose not to continue their studies and suitable student support is available. The charts show non-continuation in the year following the year of entry to the institution and suggest consistently good performance in supporting students in making the transition from school to university and into Year 2 of their studies. Other measures of completion suggest similar trends in numbers of students completing their studies at Sheffield.
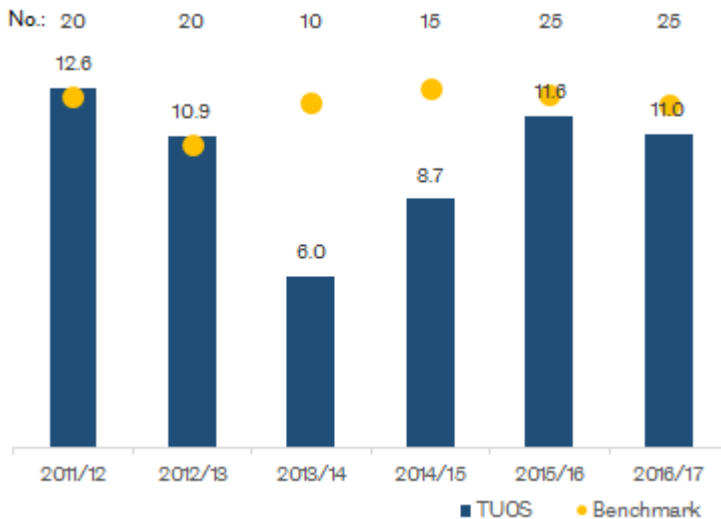
i) Young full-time first degree entrants no longer in HE

ii) Young full-time first degree entrants from low participation neighbourhoods no longer in HE

No.:   10   10   10   10   15
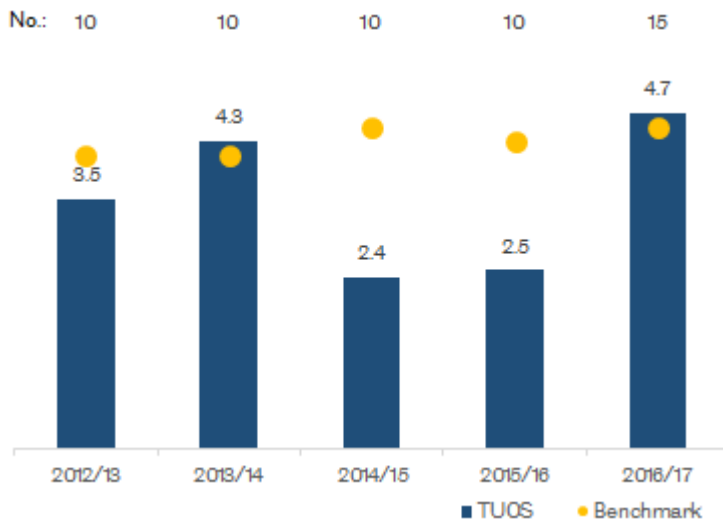
iii) Mature full-time first degree entrants with no previous experience of HE no longer in HE

No.:   20   20   10   15   25   25

1.3 Supplementary internal data

The table below provides internal data to explore the trends in recruitment for a wider range of protected characteristics. This suggests that for some very small groups our performance is consistent across years but not improving significantly (Young, full-time first degree entrants who have spent time in care, Young, full-time first degree entrants who are/were a young carer and Young, full-time first degree entrants who have an ethnicity of Gypsy or Traveller). The data on Young, full-time first degree entrants with mental health problems, specific learning difficulties and/or are on the autism spectrum is based on a 1 December census data and for new entrants only. These numbers continue to rise as students progress with their studies and suggests lower disclosure and diagnosis rates early on in the year and in the first year of study.

	2014/15	2015/16	2016/17	2017/18
Young, full-time first degree entrants from state schools	86.7%	86.9%	87.9%	87.7%
Young, full-time first degree entrants in receipt of the Disabled Students' Allowance	5.0%	3.5%	2.9%	4.1%
Young, full-time first degree BME entrants	14.3%	16.5%	17.5%	17.9%
Young, full-time first degree entrants from low participation neighbourhoods	9.0%	8.2%	8.9%	9.3%
Full-time first degree entrants who are mature (aged 21 and over)	7.0%	7.7%	8.2%	11.0%
Mature full-time first degree entrants who are from low participation neighbourhoods	19.1%	20.1%	23.8%	23.4%
Young, full-time first degree entrants who have spent time in care	0.2%	0.3%	0.2%	0.3%
Young, full-time first degree entrants who are/were a young carer	0.2%	0.5%	0.5%	0.4%
Young, full-time first degree entrants who have an ethnicity of Gypsy or Traveller	0.0%	0.0%	0.0%	0.0%
Young, full-time first degree entrants with mental health problems, specific learning difficulties and/or are on the autism spectrum	14.30%	14.35%	12.77%	10.11%

1.4 Progression to work or further study

The tables below show the trends for student progression to work or further study from the DHLE survey and compare the performance of students with a WP characteristic with the whole cohort. The data suggest that the trends for the WP and non-WP cohorts are broadly similar but that there is some variation between years in terms of the choices students make regarding pursuing work or further study.

Entrants from Black and Minority Ethnic groups

	2011/12		2012/13		2013/14		2014/15		2015/16	
	Work	Study	Work	Study	Work	Study	Work	Study	Work	Study
Non-BME	49.0%	22.9%	52.3%	24.7%	51.1%	24.5%	58.0%	22.5%	54.0%	28.4%
BME	51.2%	19.6%	51.4%	24.0%	54.8%	22.9%	60.1%	27.2%	55.3%	28.5%

Entrants from Low Participation Neighbourhoods (POLAR3 Quintile 1)

	2011/12		2012/13		2013/14		2014/15		2015/16	
	Work	Study	Work	Study	Work	Study	Work	Study	Work	Study
Non-LPN	49.1%	22.9%	52.9%	24.5%	52.4%	23.9%	58.2%	23.1%	54.7%	28.0%
LPN	48.6%	19.8%	40.9%	27.8%	42.5%	29.0%	57.5%	24.9%	47.0%	34.2%

Entrants from State Schools

	2011/12		2012/13		2013/14		2014/15		2015/16	
	Work	Study	Work	Study	Work	Study	Work	Study	Work	Study
Private	52.5%	26.9%	55.0%	24.0%	59.2%	22.9%	63.8%	21.7%	56.6%	29.9%
State	48.5%	21.9%	51.6%	24.7%	50.3%	24.4%	57.4%	22.9%	53.6%	28.3%

Young/Mature Entrants

	2011/12		2012/13		2013/14		2014/15		2015/16	
	Work	Study	Work	Study	Work	Study	Work	Study	Work	Study
Mature	62.5%	12.5%	55.9%	25.2%	60.3%	20.6%	62.2%	31.1%	58.0%	25.3%
Young	48.2%	23.3%	52.0%	24.7%	51.0%	24.5%	57.9%	22.6%	53.8%	28.7%

Entrants from Entrants from NS-SEC groups 4-7

	2011/12		2012/13		2013/14		2014/15		2015/16	
	Work	Study	Work	Study	Work	Study	Work	Study	Work	Study
NS-SEC 1-3	48.5%	23.5%	53.9%	23.6%	51.9%	24.2%	58.6%	22.0%	55.5%	28.1%
NS-SEC 4-7	48.9%	21.1%	47.1%	25.3%	50.3%	25.3%	55.0%	24.8%	49.8%	30.5%

Population: FT, first degree, UK Domiciled DLHE responders from TUOS.
Data exclude unknowns so will not total to 100%.

Section 2 - Ambition and strategy

The University of Sheffield is a highly selective institution with a strong track record of attracting and retaining students from under-represented groups in Higher Education (HE). The University has a long-standing commitment to widening participation and fair access, not only to its own programmes of study, but also to HE in general. The University has worked altruistically with schools and colleges for decades, to improve achievement of young people within the region and to raise awareness of and aspiration to a range of educational opportunities. This strongly reflects the University's Mission, Vision and Identity and the foundation on which the University was built:

The University of Sheffield has roots going back to 1828 and was founded formally in 1905 via penny donations from the local citizens. The aim was to bring higher education within reach of the children of the people working in the great industries of Sheffield, to give support to those industries and to serve as a centre for the study of diseases. The University is proud of its origins and continues to value the role it has come to play in its city and region.[1]

The University continues to play a key role within the city and the region and has a strong sense of civic responsibility. This is demonstrated, amongst other things, through the broad ranging initiatives we deliver collaboratively with schools, colleges and other local HE providers in order to widen participation to higher education.

In this Access and Participation Plan for 2019/120 we continue to take a whole student lifecycle approach to widening participation and aim to address the challenges that students from disadvantaged and under-represented backgrounds continue to face when engaging with Higher Education.

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[1] See full Mission, Vision and Identity at http://www.sheffield.ac.uk/ourplan

The principles that underpin our widening participation strategy focus on two key and distinctive areas:

Outreach and Civic engagement
Building on the foundations of the University and our lasting commitment to support the people of Sheffield we will work to raise aspirations and attainment across Sheffield and the wider South Yorkshire region. We will work collaboratively to ensure that appropriate information, advice and guidance about progression opportunities is available to all with the potential to progress to Higher Education, not just to highly selective institutions such as the University of Sheffield.

Widening Participation to the University of Sheffield
Many students from widening participation backgrounds have the academic potential to progress to, and succeed at selective institutions such as the University of Sheffield but choose not to apply. Through targeted sustained engagement with individual high achievers from WP backgrounds, we will support these learners to make informed decisions throughout their education to give them the confidence and skills to succeed.

2.1 Our Key Priority Areas

Within this access and participation plan for 2019/20 we have continued to build on the following priority areas of focus right across the student lifecycle.

Access:

- Increasing participation from white males from disadvantaged backgrounds
- Supporting access to Higher Education with alternative qualifications
- Developing vocational routes into Higher Education
- Addressing participation of under-represented genders by disciplinary area

Student Success:

- Addressing the BME attainment gap
- Enhancing support for mature entrants

Progression:

- Supporting progression to postgraduate study by undergraduates with WP characteristics

Full details of work across the University to achieve these priority areas can be found below in section 2 and section 3.

2.2 Monitoring and evaluating our performance

The Vice President for Education (a member of the University's Executive Board) is responsible on behalf of the President and Vice-Chancellor for oversight of the University's widening participation commitments. This Access and Participation Plan has been developed by a working group, led by the Director of Academic Services on behalf of the Learning and Teaching Committee (the governance body with remit for widening participation strategy). Membership of the group is formed of Faculty Directors of Teaching and Learning from each academic faculty and senior representatives of relevant professional services, together with the President of the Students' Union.

Monitoring of progress against this plan is undertaken throughout the year. The University's commitments feature in the institution's corporate risk register (which is monitored on an ongoing basis). The University's Executive Board receives regular updates and recommendations are sought and taken from internal audit and other suitable review mechanisms.

Students are represented on all University governance committees and provide invaluable input into the development and delivery of key strategy. The Students' Union elected officers represent students from all backgrounds and consult with their members through a range of representative committees.

2.2.1 Taking an Evidence-based Approach to the Whole Student Lifecycle

The University of Sheffield has long been committed to evidence-informed widening participation and student success policy and practice and created a Widening Participation Research and Evaluation Unit (WPREU) to this end in 2012. Using a broad range of methodological approaches, WPREU evaluates University WP interventions across the whole student lifecycle, from access to student success and progression / employability. The team also design, deliver and support a range of research activities to develop an institution-specific evidence base and contribute to broader sector knowledge (through publications, workshops, and conference papers). WPREU is increasingly working with students as co-creators of knowledge, either through student placement positions, or via participatory action research approaches. The team also draws on existing academic expertise from across the University and collaborates with a range of academic and professional service departments on widening participation and inclusive learning and teaching issues. Indeed, the unit acts as a focal point to bring together dispersed institutional research (about, for example, attainment differentials) via dedicated events, publications and a whole institution special interest group. Current work includes: concluding a four-year student tracking project; investigating the transition experience of students with 'equivalent qualifications'; evaluating support for students with specific learning difficulties; exploring the impact of part-time paid work on the academic experience; mapping intersectional attainment gaps; and exploring reasons for differential take up of academic development opportunities.

2.3 Equality and Diversity

The University of Sheffield is committed to the elimination of unlawful discrimination, to the promotion of equality of opportunity and to fostering good relations, for students and prospective students, in all its functions:

- Access and recruitment
- Admissions and retention
- Assessments and progression
- Provision of student services and related facilities
- Teaching, learning, examining, curriculum development and quality assurance
- Community links and partnerships

The aim of the policy is to ensure that all students and prospective students are treated equally, irrespective of race, colour, nationality, ethnic origin, gender, gender reassignment, sexual orientation, marital (including civil partnerships) or parental status, pregnancy, age, disability, religion and belief or socio-economic class or spent criminal convictions.

The University's Equality and Diversity Policy relating to students is augmented by specific policies on personal harassment and the support of students with disabilities. The <u>Equality and Diversity Policy relating to students</u> reflects and complements the University's <u>Equality and Diversity Policy and Code of Practice for Staff</u>. The Equality and Diversity Policy operates within the context of relevant equalities legislation.

Between April 2016 and December 2018, the University is working with the Equality Challenge Unit (ECU) on two separate projects focusing on underrepresented equality groups. The first project is attempting to address the current under-representation of BME students in the Faculty of Arts and Humanities by adopting an action-research approach to investigate and develop new outreach approaches and interventions. The second project, employing a participatory approach, involves working with students as co-researchers and co-creators and is investigating the barriers and enablers experienced by potential HE students with Specific Learning Difficulties, mental health and autistic spectrum conditions. The objective is

to work with students to review elements of current provision and co-develop, where needed, targeted outreach and student support activities. In both cases, the projects are intended to result in the rolling out of practical resources that will help address these areas of underrepresentation across the HE sector.

2.4 Access measures

2.4.1 Outreach and widening participation programmes

Our outreach and widening participation work spans a considerable age group, from Year 2 primary through to Year 13 students and prospective mature learners as they prepare for entry to HE. The activities range from large scale events that aim to raise awareness of and aspiration to Higher Education, to smaller more targeted events that include attainment raising, confidence building, teamwork, and familiarisation with the University and/or with specific disciplines, professions and careers.

During 2015/16 we developed and enhanced our three year Pre-16 'Discover US' sustained engagement programme. The programme supports a selected cohort of high-achieving Year 9 to Year 11 students from widening participation backgrounds, and provides an interdisciplinary experience to allow them to sample a range of taster events which, coupled with information, advice and guidance around key decision points in their education, such as GCSE and A- Level choices, helps to prepare them for success at a selective institution.

Our Post-16 sustained engagement programme, 'Discover', has six pathways covering Medicine, Dentistry, Law, STEM (Science, Technology, Engineering and Maths), Social Sciences, and Arts and Humanities. The programme works with selected cohorts of high-achieving students from across the Yorkshire region focussing on particular professions and 'allied' professions, or specific subject disciplines.

A key component of our Post-16 offering is study skills and core A-Level revision sessions provided for participants as an integral part of each pathway. The curriculum for our Post-16 programme is linked to school provision to provide support to participants at key times in their studies. An online platform to facilitate further engagement in study skills and revision sessions is currently being developed.

Students on our Post-16 programme are flagged within the admissions process; those commencing 'Discover' in 2019/20 will be offered alternative entry requirements conditional on meeting certain criteria. We believe that the overall package of participating in a sustained programme, with the offer of adjusted entry requirements and the possibility of a financial support package supports students from currently under-represented groups. The whole package is intended to support recruitment of students from the target groups, but perhaps more importantly, we feel that it supports retention and progression of students, by improving their preparedness for HE level study and by providing financial support so that students do not need to spend a disproportionate amount of time working to earn money (with a possible detrimental impact on their studies).

We have existing targets to increase the numbers of participants progressing to the University of Sheffield, and to Higher Education more broadly, until 2020/21. We will seek to review these in our Access and Participation Plan for 2020/21, following the review of target setting by the Office for Students during 2018, to ensure they are fully aligned with the guidance issued at this point.

2.4.2 Targeting of our widening participation programmes

Participants of outreach programmes are targeted and selected in line with HEFCE targeting guidelines[2], at both area level and learner level. We adapt our approach according to the nature of the initiative, with broader targeting for primary activity than for our intensive, sustained programmes, which are targeted at individual students who meet a number of widening participation and academic criteria. The WP criteria focus on Low Participation Neighbourhood (POLAR3) data, parental occupation, school type, eligibility for

free school meals, whether the pupil would be the first generation to enter HE, and Indices of Multiple Deprivation ("IMD" - based on the individual's postcode) alongside specific criteria such as being from an under-represented ethnic or gender group, in local authority care, being disabled or having a specific learning difficulty (SpLD). In addition to official data available about an area, a school or an individual we also use our local knowledge and information provided by school and college staff to pragmatically identify suitable participants for programmes.

2.4.3 Links with Schools and Colleges

The University has developed strong links with schools and colleges over a number of years. In addition to the operational links in place as a result of our widening participation programmes, we have developed more strategic alliances with schools and colleges in the region, facilitating more effective two-way communication. For example:

- We currently have approximately 100 University staff acting as school governors, and have been working with the School Governor's One Stop Shop and local governor support teams in recent months to explore how our participation in governing bodies can be expanded over time.
- Our annual Schools and Colleges conference provides an opportunity for teaching and guidance staff to be updated on developments both at the University of Sheffield and in the wider sector.
- "REACH", our e-newsletter is available to all staff in schools and colleges across the UK.
- Further development of our consultation programme for heads and principals of local schools and colleges has resulted in the development of an advisory group, which can be a helpful source of information about the pre-HE sector as well as acting as a sounding board for any developments we would like to 'test' with schools and colleges.
- We also contribute to regional activity targeting schools and colleges in collaboration with HEPP, from a CPD perspective for teachers as well as with activities targeting pupils.

Whilst not currently sponsoring an individual school, the University of Sheffield is a main supporter of the bid for a newly created University Technical College in Doncaster which, if successful, will focus on Advanced Engineering and Digital Design. The bid is currently being considered by the Department for Education with a decision expected by late 2018.

2.4.4 Attainment Raising in Schools and Colleges

The 2016 government Higher Education green paper 'Schools that work for everyone' encouraged universities to work with schools and colleges to raise attainment. This principle is already well established at the University of Sheffield.

As a highly selective institution, we are aware that low attainment presents a barrier to accessing Higher Education. However, as outlined in the Russell Group publication 'Opening Doors: the root causes of under-representation', we are very aware of other barriers such as poor advice and misconceptions, low aspirations or low confidence which prevent students from under-represented or disadvantaged groups accessing Higher Education.

Through our widening participation work with schools and colleges we aim to develop students' confidence through a series of interventions focused equally on raising aspirations and attainment as we believe the two are intrinsically linked. In our 2018/19 Access Agreement we set attainment raising focused targets and milestones in tables 7a and 7b as improving participation rates in Higher Education.

Our Post-16 sustained engagement outreach programme aims to support progression to the University of Sheffield and other HEIs, working with over 500 pupils each year. During 2017/18, we strengthened the provision of study skills and extended our subject-specific revision sessions offered to participants, re-enforcing them as an integral part of our Post-16 sustained engagement programme.

Our Pre-16 'US in Schools Mentoring' (USiSM) programme works with over 300 Y9, Y10 and Y11 pupils each year by current University of Sheffield students providing one-to-one support and guidance. Mentees

benefit from study and revision skills, learning support, future career/education pathways, HE IAG, and personal skill development.

Recent changes to school performance data and a lack of access to the National Pupil Database make it increasingly difficult to measure the direct impact of attainment raising activity delivered by universities. Due to the limited time we are able to work directly with pupils, compared to time spent with their teachers and peers, creating a causal link between University-led activity and raising attainment is increasingly difficult. As a result, we are currently engaging with local school teachers and Higher Education advisers, together with academics from our School of Education and our Widening Participation Research and Evaluation Unit to investigate the most effective way for the University of Sheffield to add value to attainment. This will help us identify a set of measures that will have a more robust measure of specific pedagogic outcomes in the future.

These findings will inform our approach to target setting in our Access and Participation Plan for 2020/21 and underpin the setting of an outcomes-focused target relating to raising attainment

Our initial proposal is to pilot mathematics support for Y10 and Y11 pupils in three schools that currently engage with our US in Schools Mentoring' (USiSM) scheme, with ambition to grow the numbers of schools over the coming years.

2.4.5 Geographical focus

The University has a longstanding commitment to working with schools and colleges in the Sheffield City Region (SCR), which encompasses South Yorkshire and neighbouring areas (Bassetlaw, Bolsover, Chesterfield, Derbyshire Dales and NE Derbyshire). The publication of the 2017 SCR vision, 'A Better Future Together', highlights the importance of addressing education needs, attainment, aspirations and skills for everyone, whether from early years to further and higher education, or life-long learning in educational institutions, the workplace or in the community, which echoes the University of Sheffield's approach to outreach and widening participation.

During 2015/16 a full review of the schools and colleges we engage with was completed ensuring that we are reaching as many learners from under- represented groups with the potential to progress to the University of Sheffield and other selective institutions as possible. This work is due to be refreshed during 2018/19.

This focus expanded our geographical reach, building on our existing collaborations with other selective HEIs, e.g. in the Yorkshire and Humber region (through our Excellence Hubs partnership with the universities of Leeds and York) and nationally through our active role in the Russell Group as well as through participation in the Realising Opportunities Programme.

From a national perspective, we continue to use a more systematic approach to the use of contextual data in the admissions process. By highlighting students from disadvantaged backgrounds from across the UK, we can reach under-represented groups of students on a national basis and consider such applications in a holistic way as part of the admissions process (see 2.5).

During 2017/18 we have piloted 'Open Day+', which gives offer holders from widening participation backgrounds the opportunity to attend a post-application open day free of charge, and to stay overnight in our student residences to experience student life first hand. This additional support ensures WP offer holders are able to make informed decisions about studying at selective institutions such as the University of Sheffield. In addition, we provide a travel bursary for students from widening participation backgrounds to attend pre-application open days at University.

2.4.6 Collaborative outreach

The University continues to work collaboratively with other HEIs and other stakeholders to maintain and further develop our successful regional and national partnerships. Partnership working is key to our widening participation activity, ranging from our longstanding local work with Sheffield Hallam University

through the Higher Education Progression Partnership (HEPP), to national collaboration such as Realising Opportunities and Advancing Access. More information about these are our other current partnerships can be found by following the links below:

Higher Education Progression Partnership (HEPP) - http://www.hepp.ac.uk/
National Collaborative Outreach Programme - https://extra.shu.ac.uk/heppsy
Excellence Hub partnership - http://www.york.ac.uk/excellencehub
Advancing Access - www.advancingaccess.ac.uk
Realising Opportunities - www.realisingopportunities.ac.uk
The Brilliant Club - www.thebrilliantclub.org
Higher Education Access Tracker (HEAT) - www.heat.ac.uk
National Educational Opportunities Network (NEON) - www.educationopportunities.co.uk
NERUPI Consortium - www.nerupi.co.uk
Equality Challenge Unit - www.ecu.ac.uk
MSC Selection Alliance - www.medschools.ac.uk/our-work/selection/msc-selection-alliance

2.5 Addressing our key priority areas for Access

2.5.1 Increasing participation from white males from disadvantaged backgrounds

White males from disadvantaged backgrounds are well represented in our access work across the University and currently make up over 20% of pupils taking part in our sustained widening participation programmes. This measure is based on a combination of ethnicity, gender and meeting one or more proxies for disadvantage (POLAR3 Quintile 1, low IMD and eligibility for free school meals). We set targets within our 2018/19 Access Agreement to increase this to 26% by 2020/21, which will continue under our Access and Participation Plan.

Since 2016 we have developed our Y7 and Y8 widening participation programme IMPACT (Parent And Child Together) to support the challenges of pupils from disadvantaged backgrounds progressing to both FE and HE. Informed by collaborative research with our Widening Participation Research and Evaluation Unit (WPREU), and working closing with pilot schools identified across the Sheffield City Region, activities began in September 2017 to engage pupils and their parents/guardians through sustained activity to expose them to wider opportunities, within Higher Education and alternative routes.

IMPACT was highlighted by the Office for Fair Access during 2017 as an example of best practice in the topic briefing on White British males from low SES backgrounds.

As part of IMPACT, we are developing and testing a detailed Programme Theory / Theory of Change which draws on an established evidence and research base[3] and practitioners' tacit and experiential knowledge about 'what works' best in outreach. A partner school within this cohort was specifically sampled to offer insight into issues faced by disadvantaged white males and their parents, and further the effectiveness of the intervention when administered here.

The outcomes from this exploratory phase are informing the ongoing design and delivery of the intervention. Next year, we will continue to collaboratively develop the intervention and plan to increasingly involve participants and their parents to refine the mechanisms underpinning the provision of effective and evidence-informed targeted support to disadvantaged white males.

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[3] Baars, S., Mulcahy, E. and Bernardes, E. (2016) The underrepresentation of white working class boys in higher education: The role of widening participation. London: King's College London. Available from: goo.gl/pvFV4y;

[3] Archer, L., DeWitt, J. & Wong, B., (2014). Spheres of influence: what shapes young people's aspirations at age 12/13 and what are the implications for education policy? Journal of Education Policy, 29(1), pp.58–85;

[3] Croll, P. & Attwood, G., (2013). Participation In Higher Education: Aspirations, Attainment And Social Background. British Journal of Educational Studies, 61(2), pp.187–202. Available at: https://goo.gl/pS9W4f.

Due to the removal of the National Statistics Social Economic Classifications from HESA performance indicators[4] in 2016, we have not set formal intake targets for white males from disadvantaged backgrounds. We will, however, continue to internally monitor progression rates to ensure that this group is progressing into HE at the same rate as their peers, and once robust data are available in the form of new HESA performance indicators, review our intake targets if necessary.

2.5.2 Supporting access to Higher Education with equivalent qualifications

The University of Sheffield received HEFCE Catalyst funding for a successful project exploring the transition of students with 'equivalent' qualifications (in this case, BTECs), involving close collaboration with local FE providers to develop a range of interventions to support the students with HE preparation and adaptation. In addition to HEFCE-funding, WPREU part-funded a post-doctoral researcher to increase the qualitative research capacity of the project, enabling detailed research to be undertaken with students and academic staff. Findings suggest, for example, that students progressing with BTECs felt better supported in departments that took an inclusive approach to assessment that recognised a wide range of strengths. Also as part of this project, we evaluated the impact of module designed to prepare 'non-traditional' students for HE level study, which generated greater understanding of the expectation and experience of mature students and those joining the University with qualifications other than A levels.

2.5.3 Developing vocational routes into Higher Education

We are working within the institution to offer alternative options to young people that open up opportunities for progression to higher level skills and qualifications through to PhD level. An example of this is the continued growth at our Advanced Manufacturing Training Centre (AMRC-TC) which offers a non-traditional route to Higher Education through Advanced and Higher/Degree Level Apprenticeships. Presently, over 550 local apprentices are in training, employed by over 240 employers in the Sheffield City Region. In September 2017, the AMRC-TC saw the first cohort successfully commence to the top-up degree for Mechanical Manufacture. Currently students are studying the Foundation Degree in Mechanical Manufacture, Manufacturing Technology with Maintenance Engineering recently added to the portfolio. As part of the Apprenticeship students complete a FDEng or BEng or as a stand-alone with a flexible 'step-on, step-off' basis. All programmes are studied whilst in employment. Employers play an important part with all Apprenticeship Standards developed through the trailblazer groups to meet sector needs.

The Training Centre works to widen participation to Degree Apprenticeships through sustained engagement with year 10, 11, 12 and 13 in a number of local schools and organisations including the Sheffield UTC and Prince's Trust. Activity includes; supporting the curriculum delivery of the BTEC level 2 in Engineering to raise attainment and uptake of the BTEC, providing specific skills training – e.g. CAD, developing employability skills and providing careers advice to students who may be considering a range of STEM options. The AMRC-TC is considering the development of further degree apprenticeships over the coming twelve months.

Indeed, the scope of our apprenticeship education across the University continues to grow. For example, by 2018/19 there will be provision for health professionals and the Advanced Management Learning Centre (AMLC) will be up and running. This will complement the AMRC-TC by equipping the next generation of advanced manufacturing employees with broader management skills and deepening their understanding of leadership and management as their careers progress.

The AMRC Training Centre has developed an aspirational alternative vocational pathway that allows an individual to progress from entering the world of work at 16 on an Advanced Apprenticeship, through to a Post Graduate Engineer Apprenticeship at Level 7.

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[4] HEFCE Circular letter 17/2015

2.5.4 Increasing participation of under-represented genders by disciplinary area

There are a range of disciplines where either men or women are significantly under-represented. At the University of Sheffield women are under-represented (less than 25% of cohort) in the Departments of Chemistry, Maths and Physics and in the Faculty of Engineering; Men are under-represented in the School of Nursing and Midwifery, the Departments Human Communication Sciences, Psychology, Journalism, English and Sociological Studies. While there is some overlap here with the focus on white males from disadvantaged backgrounds, in this priority area it is the gender mix in the discipline not the student background that is the focus. Specific outreach work in faculties seeks to address this under-representation.

An example of this is in the Faculty of Engineering who have a programme of activity and initiatives that support the promotion of engineering to women as a subject to study and as a career. The Faculty also supports the Women in Engineering student society who deliver a full programme of schools activity.

2.6 Contextual Data

Contextual information sets an application in its educational and/or socio- economic context, allowing admissions selectors to consider challenges an applicant has faced in their education and the effect of such challenges on their performance in qualifications.

After the completion of a significant research project in 2011, the University has implemented a contextual data scheme designed to: 1) effectively highlight students from disadvantaged backgrounds, and 2) enable admissions selectors to make informed holistic decisions which consider the challenges an applicant has faced.

As part of the above the University is using a broad range of data which include residence in an area with low participation rates in Higher Education (POLAR3), residence in a deprived neighbourhood (Indices of Multiple Deprivation rankings) and participation in the University's sustained engagement Post-16 outreach programmes.

In addition, the University has an established 'Disrupted Studies' process which allows applicants to let us know if they have experienced issues of a personal, social or domestic nature that have affected their Post-16 studies. This information is then used alongside other contextual data in the selection process.

2.7 Pre-entry Disability support

The Disability Champions scheme supports disabled students through the recruitment phase and at induction and orientation through participation in Open Days, information stalls in the Union and also contributing to outreach visits to schools and colleges.

Autism Pre-arrival events: annual 1 or 2 day summer events to prepare applicants on the autism spectrum for university life.

The university employs a disability transitions officer to support prospective and new students, work with individuals, schools and colleges to minimise

difficulties at the most vulnerable stage of the student journey, and provide information and advice to prospective students and their families.

Section 3 - Student success and progression

3.1 A whole institution approach to student success and progression

Within our broader institutional framework for inclusive learning and teaching we have committed to specific activities to support success and progression of all students from widening participation backgrounds, as well as targeted activities for specific groups. Our Learning and Teaching Strategy provides direction for our current activities, and ensures transparency about the learning experiences and opportunities provided to all taught students (UG and PGT). Our current priorities aim to ensure sustaining high quality teaching that inspires and actively engages students in an inclusive research intensive environment; prepares students for the world beyond the University through learning which creates and builds upon connections with communities and external partners; and supports innovation by exploring new accessible ways of teaching and learning, both face to face and online.

Widening participation and the implications for inclusive practices in learning and teaching and student support are supported through our structures and practice at University, Faculty and Department level where there is opportunity to promote and review progress against strategic priorities and KPIs at all levels. Indeed, our framework for quality management and associated cyclical activities are undertaken with reference to data about student recruitment, retention and outcomes, including analysis of differential retention and outcomes e.g., gender, age/mature, BME, as well as looking for alignment with learning and teaching priorities and policies.

To support inclusive learning and teaching we have a number of University wide initiatives including a dedicated forum for devising, sharing and reviewing approaches to widening participation which reports to our Learning and Teaching Committee. Our framework for professional recognition for teaching staff also embeds inclusivity as an essential dimension of good practice in learning and teaching. We are also at the early stages of examining how we use student data and learner analytics to develop and support learning and teaching in future.

Following a comprehensive review our Personal and Academic Tutoring System was re-launched in 2016-17. Implementation is currently being evaluated through our cyclical quality management activities which will inform future developments. This initiative has formed the basis of a successful collaborative HEFCE Catalyst Call B bid to explore how personal and academic tutorials provide a mechanism for addressing differential attainment. The project, a collaborative endeavour with King's College London and the University of Portsmouth, is currently being piloted in the Faculty of Engineering and integrates policy, tutoring practices and tools to tackle attainment gaps within Higher Education, in particular among students from BME groups and lower socio-economic backgrounds. The project aims to strategically improve the quality of personal tutoring to provide a more consistent, effective and inclusive approach. Outcomes will be rolled out across the institution and will include a package of staff CPD initiatives and extensive research on closing attainment gaps through personal tutoring, with data and a team of leading researchers sharing insight with the wider sector.

Overall the University has a strong track record on student retention and progression, as evidenced by relevant HESA data. On this basis, our focus is on sustaining and building on existing good practices and, as such, enhancement and good practice in learning and teaching methods and associated support are relevant to all students. Therefore in many instances our activities will not be restricted to targeted groups/individuals.

The remainder of this section provides a summary of specific activities supporting success and progression for students from widening participation backgrounds across the student lifecycle.

3.2 Financial Support

Our proposals for financial support are specifically aimed at students from widening participation backgrounds and have been developed by assessing the extent that financial support can overcome barriers to participation for under-represented groups, primarily for:

- Students from less advantaged and low income backgrounds.
- Looked after children/care leavers
- Young carers
- Estranged students

Full-time students

- Come from a household with an assessed income of £40,000 pa or less and they may be eligible for an enhanced bursary if they meet one or more other criteria:
- Home postcode is in a disadvantaged area as measured against the Indices of Multiple Deprivation (IMD)
- High achieving students from low participation areas in the Sheffield City region, as measured by Polar 4 Quintile 1.
- Students who meet low income and IMD or Polar 4 Quintile 1 will be awarded the maximum bursary of £1,250 per year with a minimum bursary of £250 for students who only meet the upper household income threshold.

Household income	£0-£25,000	£25,001 - £30,000	£30,001-£40,000
Household income award	£1,000	£500	£250
Low IMD award OR	£250	£0	£0
Polar 3 Quintile 1 (local only) ABB+	£250	£250	£250
Max possible bursary	£1,250	£750	£500

Exceptions
Care leavers, young carers and students estranged from their families will be eligible for a bursary of £4,500 each year of study rather than being assessed against the criteria above.

Students with assessed household incomes of £25,000 or less and registered on specific foundation programmes entering higher education with non-traditional qualifications will be eligible for a bursary of £1,250 each year of study.

Part-time students

Household income	£0-£25,000	£25,001 - £30,000	£30,001-£40,000
Bursary	£625	£250	£125

<u>Unforeseeable costs</u>

The University is committed to provide a hardship fund of £300,000 to support our students with costs they could not have foreseen or budgeted for; awards from this fund are intended to help students at risk of leaving their studies to remain on course and successfully complete

<u>Additional Opportunity Grants</u>

<u>Participation Grant</u> – We provide additional financial support for students to take part in Students' Union activities and sports. Students can apply for an award of up to £200.

<u>Study Abroad</u> – Students can apply for a £3000 grant to support the additional costs associated with a study period abroad.

In addition, and responding to the outcomes of a previous HEFCE-funded project, which focused on the progression of under-represented students to postgraduate study, we provide a range of postgraduate scholarships. Each scholarship awarded is worth £10,000 to students who met WP and/or academic-merit criteria. The funding is made available from University funds and from money raised through donor contributions. In 2017/18, 174 awards were made to new PGT students. The University will continue to offer Sheffield Postgraduate Scholarships based on similar criteria and in 2018/19 will offer at least 100 scholarships, again each worth £10,000. As part of our work to support progression to postgraduate study, the University will also reflect on the integrated Masters route and how best this can support students from widening participation backgrounds to gain higher levels skills.

Collaborating with the Disability and Dyslexia Support Service the Financial Support Team have also looked to streamline reimbursement for disabled students' required contributions (required by Student Finance England) to the cost of specialist equipment which is part-funded by the Disabled Students' Allowance (DSA). A similar scheme has been developed to reimburse students for extra accommodation costs related to disability, as these costs are no longer met by DSA.

Our annual evaluation of Financial Support will this year be drawing on OFFA's evaluation tool, whilst also taking the opportunity to explore existing student data as a means of modelling students' academic experience and engagement, with a view to developing a set of metrics that can be used in future research and evaluation projects, including those focusing on differential outcomes and success.

3.3 Orientation and transition support

Our Student Support and Guidance team provide a range of targeted orientation and transition support to care leavers, carers, estranged and mature students through information and guidance on issues such as accommodation, finance and welfare support. Students are also invited onto an orientation programme with particular emphasis on local students, commuter students, mature students and students with a disability as well as care leavers, carers and estranged students. In addition, Sheffield Mentors, a transitional and social peer mentoring scheme, is targeted at a range of student groups including mature, disabled and local/commuter students. Additional support is available to care leavers, carers and estranged students: a named contact who can offer tailored and sustained support throughout the student's journey; links to financial support and funding advice; priority in obtaining University owned accommodation; all supported through our pledge with Stand Alone and other external organisations such as Sheffield Young Carers.

Supplementary transitional support is provided to those students who are returning from a period of leave of absence who can find it difficult to reintegrate and adjust when they return to the University providing a named contact, support information, and referrals to assist students during their transition back into their studies.

3.4 Supporting academic development

Supporting academic development starts in our foundation year where students are taught by a dedicated team of academic tutors, supported by DLL's student support and welfare team. Since DLL welcomed its first intake of 25 mature full-time UG students onto a new suite of integrated degrees with Foundation Years in 2014/15, there has been a five-fold increase in annual recruitment with plans to expand this suite of programmes across a broad range of departments. These have been specifically designed for mature students returning to HE level study who do not possess standard entry qualifications and support students to progress on to study at higher levels. In addition, at least 35% of DLL's full-time mature cohort declare a disability, with approximately 33% coming from IMD Q1 and 30% from POLAR3 Q1 neighbourhoods. Working with WPREU, DLL is conducting a longitudinal tracking project which follows students through each of their four years of study at the University. This, together with the analysis of annual progression and achievement data, is starting to provide an increasingly robust evidence-base with which to monitor the effectiveness and impact of our programmes.

We provide academic support to all students throughout their programme through 301 (Student Skills and Development Centre), with some activity targeting students with specific widening participation characteristics. This includes in-curricular academic skills sessions to cohorts with a large proportion of students from widening participation backgrounds. 301 also developed and co-delivered a pre-entry programme for offer holders with BTEC qualifications as part of the HEFCE-funded Equivalent Qualifications Project and is working with WPREU on a mixed methods project to explore usage patterns and reasons for under-representation of certain cohorts.

There is strong evidence[i] that peer-led learning has benefits relating to retention, sense of belonging and academic attainment and thus our Peer Assisted Study Schemes (PASS) are running in 10 departments which have high WP student numbers. Maths & Statistics Help (MASH) provide workshops on Maths Anxiety which help students to self-identify challenges around numeracy and develop strategies to overcome them, as well as developing Maths4All materials which teaches the basics to students who are coming to higher education after a period away from study. In addition, ring fenced bursaries are available for participation in the Sheffield Undergraduate Research Experience (SURE) scheme and our data demonstrate that the scheme has a significant impact on conversion rates from undergraduate to postgraduate programmes.

We are also exploring potential new flexible forms of delivery at certificate level in an attempt to revitalise very significantly diminished part-time recruitment, including through the development of more blended and flipped learning opportunities to support students with a diverse range of needs.

3.5 Supporting diversity, disability, health and wellbeing

Our Disability and Dyslexia Support Service includes Mental Health Advisers and Support and Guidance mentors who provide support for students with long-term mental ill health with academic-related matters, but the Mental Health Advisers can also liaise with external services (e.g., NHS) to support transition, retention and progression.

In addition, a significant development of a 'single point of access' approach to mental health and well-being involving closer working between various teams - Counselling, Disability & Dyslexia Support Service, Central Welfare & Guidance and University Health Service - is now in place increasing retention and supporting progression. Our Department for Lifelong Learning also significantly increased the capacity in its Student Support and Welfare Team, and will be working in 18/19 and 19/20 to enhance its pastoral and academic support and attendance monitoring, all with a view to improving internal student continuation and progression rates.

Although we have a balance between female and male students at undergraduate level, genders are not equally dispersed across different subject areas. The under-representation of female students in the Faculty of Engineering is being approached through a variety of projects. For example, the Faculty supports

the Women in Engineering student society and has developed an inspiring 'Wall of Women' web page that has profiles of women in the faculty including students, alumni, academic staff and technicians.

3.6 Supporting attainment

We have been analysing data to explore attainment outcome differences between different student cohorts focusing, over the past two years, specifically on ethnicity. Our approach to understanding and closing these outcome differences are strongly research and evidence informed[5] and in the early exploratory phase of this work, we produced our own literature summary available for colleagues across the sector: The Ethnicity Attainment Gap: Literature Review (https://goo.gl/ysutnA)

Our approach is institution-specific. We have undertaken two phases of analysis, including substantial contributions from student interns; an initial phase to map outcome differences at institution and department level and a second intersectional phase, which explored the interaction of ethnicity with other demographic variables. This analysis has been based on conventional measures ('good' degree outcomes), however, we consider that this is useful only to identify and quantify discrepancies but does not provide any insight into the factors underpinning them or suggest potential solutions. Researchers from WPREU and the Faculty of Social Science are therefore exploring potential causal factors; we are using more detailed institutional datasets (year and module level outcomes) to test a hypothesis that overall differences may be the cumulative result of marginal differences at module outcomes level. We are also undertaking qualitative research across three faculties to explore the student experiences of different cohorts, particularly in terms of ethnicity. More broadly, we are exploring issues of diversity and inclusion across disciplinary curricula. This includes a student-facing collaboration with our Students Union Officers, focusing on decolonising/liberating the curriculum. Other projects include the development of a self-assessment tool for programme leads to assess the diversity of their course(s) and another to audit reading lists for diversity and inclusion. WPREU hosts a community of practice to bring the separate project streams together and ensure that projects, outcomes, and good practice inform each other.

In the same way, work on ethnicity outcome differentials is used to inform, and is informed by, wider institutional projects focusing on inclusive learning and teaching. Much of this work takes a holistic approach, by focusing on need or potential benefit, rather than being explicitly targeted at particular student cohorts.

3.7 Developing employability and supporting successful graduate outcomes

In addition to a programme level approach to employability, in line with our Learning and Teaching strategy described above, our Careers Service offers comprehensive complementary support. A growing number of digital initiatives aim to increase student engagement and provide flexible inclusive learning opportunities.

We support student progression not only to both graduate level employment but into postgraduate study, recognising a disparity in progression for different student groups. As such, we are a member of a HEFCE Catalyst B project (with the Universities of Leeds, Manchester, Warwick and York) aiming to understand progression to, and success in, postgraduate study for students from BAME and POLAR 1 and 2 backgrounds.

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[5] Cousin, G. & Cureton, D., 2012. *Disparities in Student Attainment (DISA)*, Available at: www.wlv.ac.uk/disa;

[5] Dandridge, N., Rawat, S.,Williams, J., Cousin, G., Hammond, N., Masterson, J., Sin, C., 2008. *Ethnicity, gender and degree attainment project*. York: Equality Challenge Unit and Higher Education Academy. Available at: https://goo.gl/GjwgiQ ;

[5] Hockings, C., 2010. *Inclusive learning and teaching in higher education*. York: Higher Education Academy, pp.1–67. Available at: https://goo.gl/ZzTWVG ;

[5] Mountford-Zimdars, A., Sabri, D., Moore, J., Sanders, J., Jones, S., Highlam, L., 2015. *Causes of differences in student outcomes*. Bristol: HEFCE. Available at: https://goo.gl/vUZLSL;

[5] NUS, 2011. *Race for equality: A report on the experiences of Black students in further and higher education*. London: National Union of Students., Available at: https://goo.gl/UDzbg4 ;

[5] Tomlinson, M. (2007) Graduate employability and student attitudes and orientations to the labour market, *Journal of Education and Work*, 20 (4): 285-304.

There is clear evidence[3] suggesting that students entering university with limited 'social capital' will be disadvantaged when transitioning into the graduate job market and, as such, the Careers Service has a specific programme to support the employability journey of students from widening participation backgrounds, 'Discover your Future'. In addition, it is recognised that one of the key activities that students from widening participation backgrounds find challenging relates to the lack of paid work experience opportunities relevant to their future career. Work experience bursaries enable students who would otherwise have been unable to undertake such opportunities to do so and, with equivalent capital, developments to the scheme in the coming academic year will allow 27% more students to benefit. The Careers Service is currently launching a 'microplacements' programme providing further ring-fenced work experience opportunities for students from specific backgrounds (IMD, polar 2/3 and first generation). Outcomes so far from evaluations of these interventions suggest that they are successful in increasing opportunity, employability skills and confidence.

Access to role models and labour market knowledge, via personal contacts, is known to be reduced for students from many widening participation backgrounds and mentoring can help to address this. Our e-mentoring programme is being expanded with the additional aim of targeting publicity to BME students, particularly those in departments where graduate prospects scores for BME students is lower than for other students.

In fact, reviewing DLHE data from the last three years has initiated development of additional targeted work for specific groups of students in 2017-19. For example, due to care leavers being one of the most underrepresented groups in HE, these students will be offered priority for one-to-one appointments. We intend to further interrogate our DLHE data and benchmark to other comparable institutions, as well as link to other student data, with a view to identifying WP characteristics or departments who require further tailored interventions throughout the student lifecycle.

Section 4 - Investment

In line with the commitments made in previous Access Agreements, for 2019/20 we have forecasted to spend £13.4 million on measures to further improve access, student success and progression of students from WP target groups. This equates to 28.7% of projected additional fees income above the standard fee for the currently predicted undergraduate student intake and includes 10% of fees associated with the PGDE intake at the University. As a highly selection institution, and in line with OfS guidance, we have allocated significant resource towards Access, Student Success and Progression initiatives to support our key priority areas.

Having considered the research published by OFFA relating to the impact that bursaries and financial support have on retention of students, but also considering our own institutional research on this matter (Widening Participation Research and Evaluation Unit), we propose to allocate funds across the strands of activity as follows:

- Access: £3.9 million

- Student success: £1.5 million

- Progression: £0.4 million

- Financial support to students: £7.6 million

In addition to the 28.7% of additional fees income outlined above, the University also provides scholarships to support students from widening participation backgrounds which are generously donated by alumni. In 2017/18 a total of 180 scholarships were awarded totalling £648,000. Additionally, a further 9 scholarships totalling £9,000 were awarded to WP students specifically to support study abroad opportunities in

2017/18. Whilst the amount of scholarship funding from alumni can vary due to the amount donated, we would expect similar levels of support to be available to WP students in 2018/19 and beyond.

Section 5 - Provision of information to students

The University communicates with prospective and current students through a range of media. For prospective students, we use the University-wide prospectus, the University website, electronic newsletters, specific printed brochures (for example for financial support information) as well as face to face activity, targeting prospective students, their families and teachers/advisers in schools and colleges. We commit to providing accurate and timely information to prospective students, parents, teachers and other advisers, through a range of communications channels, to enable prospective students to make informed choices about what and where to study, the associated tuition fee costs, as well as details of financial support available.

We also commit to providing accurate and timely information to UCAS and Student Finance England to ensure that up to date information is available at all times.

Another mechanism for communicating information to students and their families is through advisers within schools and colleges. This is achieved via consultation events, as a result of delivering presentations at gatherings of teaching staff (e.g. Secondary Heads' Association) and also through regular communication to schools and colleges through the termly "REACH" e-newsletter.

We communicate with current students, primarily through web-based resources, to ensure that they are effectively supported throughout the duration of their studies, including, for example, links to money management tools to help them budget effectively.

This Access and Participation Plan for 2019/20 has been developed in conjunction with the University of Sheffield Students' Union, with representation from the Students' Union President and other elected officers. Our Access and Participation Statement will be published on the University website to allow both prospective and current students to see our sustained commitment to widening participation and fair access.

* course type not listed.

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

Please enter inflationary statement in the free text box below.

We plan for full-time and part-time fees to increase each year for students who enter in 2019/20 within the limits of any guidance provided to us regarding fee caps by Government. Should the current fee cap be removed then we would expect to increase fees within the limits of any new guidance provided by Government.

Full-time course type:	Additional information:	Course fee:
First degree		£9,250
Foundation degree		*
Foundation year / Year 0		*
HNC / HND		*
CertHE / DipHE		*
Postgraduate ITT		£9,250
Accelerated degree		*
Sandwich year		£1,230
Sandwich year	Chemistry/Molecular Biology	£1,850
Erasmus and overseas study years		£1,385
Other		*
Franchise full-time course type:	Additional information:	Course fee:
First degree		*
Foundation degree		*
Foundation year / Year 0		*
HNC / HND		*
CertHE / DipHE		*
Postgraduate ITT		*
Accelerated degree		*
Sandwich year		*
Erasmus and overseas study years		*
Other		*
Part-time course type:	Additional information:	Course fee:
First degree		£4,625
Foundation degree		*
Foundation year / Year 0		*
HNC / HND		*
CertHE / DipHE		*
Postgraduate ITT		*
Accelerated degree		*
Sandwich year		*
Erasmus and overseas study years		*
Other		*

								Yearly milestones (numeric where possible, however you may use text)					
Reference number	Stage of the lifecycle (drop-down menu)	Main target type (drop-down menu)	Target type (drop-down menu)	Description (500 characters maximum)	Is this a collaborative target? (drop-down menu)	Baseline year (drop-down menu)	Baseline data	2018-19	2019-20	2020-21	2021-22	2022-23	Commentary on your milestones/targets or textual description where numerical description is not appropriate (500 characters maximum)
T16a_01	Access	Socio-economic	HESA T1a - NS-SEC classes 4-7 (Young, full-time, first degree entrants)	Proposed to remove target as data not available from 2016/17	No	2013-14	20.7%	N/A	N/A	N/A			Proposed to remove target as data not available from 2016/17
T16a_02	Access	Low participation neighbourhoods (LPN)	**HESA T1a** - Low participation neighbourhoods (POLAR3) (Young, full-time, first degree entrants)	Young FT first degree entrants: from low participation neighbourhoods (LPN)	No	2013-14	8.2%	9.6%	10%	10.4%			Target set to achieve benchmark by 2019-20 and assumes a proportion of the population used by OFFA to measure performance against the metric rather than the total student population.
T16a_03	Access	Mature	**HESA T2a** - (Mature, full-time, first degree entrants)	UK domiciled mature full-time undergraduate entrants, Percentage with no previous HE & from low participation neighbourhood (POLAR3)	No	2013-14	16.2%	16%	16%	16%			Target set to achieve benchmark by 2019-20 and assumes a proportion of the population used by OFFA to measure performance against the metric rather than the total student population.
T16a_04	Access	Disabled	**HESA T7** - Students in receipt of DSA (full-time, first degree entrants)	FT first degree new entrants who have declared a disability	No	2013-14	7.0%	7.0%	7.0%	7.0%			Consolidating as already performing above benchmark
T16a_05	Student success	Multiple	**HESA T3a** - No longer in HE after 1 year (Young, full-time, first degree entrants)	Young FT first degree entrants: non continuation following year of entry to institution	No	2013-14	2.4%	2.4%	2.4%	2.4%			Consolidating as already performing above benchmark
T16a_06	Student success	Low participation neighbourhoods (LPN)	**HESA T3b** - No longer in HE after 1 year & in low participation neighbourhoods (POLAR3) (Young, full-time, first degree entrants)	Young FT first degree entrants from low participation neighbourhoods: non continuation following year of entry to institution	No	2013-14	4.3%	4.3%	4.3%	4.3%			Consolidating as already performing above benchmark

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

T16a_07	Student success	Mature	**HESA T3c** - No longer in HE after 1 year & no previous HE qualification (Mature, full-time, first degree entrants)	Mature FT first degree entrants with no previous HE qualification: non continuation following year of entry to institution	No	2013-14	6.0%	6.0%	6.0%	6.0%			Consolidating as already performing above benchmark
T16a_08	Access	Socio-economic	**Other statistic** - Postgraduate (please give details in the next column)	PGDE Targets - low IMD (based on number of UoS UG progressing to PGCE)	No	2013-14	10	13	13	13			Seeking to consolidate performance.
T16a_09	Access	Ethnicity	**Other statistic** - Postgraduate (please give details in the next column)	PGDE Targets - Ethnicity (number)	No	2011-12	10	13	13	13			Seeking to consolidate performance.
T16a_10	Access	Part-time	**Other statistic** - Mature (please give details in the next column)	Mature PT Undergraduate entrants	No	2011-12	85	99	99	99			Proposing to not extend this target post 2020/21
T16a_11	Access	Ethnicity	**Other statistic** - Ethnicity (please give details in the next column)	Year One, first degree Full Person Equivalents: from minority ethnic backgrounds (Black, Asian, Other (including mixed))	No	2013-14	4.9%	4.9%	4.9%	4.9%			Consolidating as already performing above benchmark
T16a_12	Progression	Multiple	**Other statistic** - Progression to employment or further study (please give details in the next column)	Progression of WP students from UG to PGT study at Sheffield.	No	2015-16	11.2%	14%	15%	16%			New measure based on internal data.
T16a_13	Access	Attainment raising	**Other statistic** - Other (please give details in the next column)	Total percentage of 'Discover' Post-16 Outreach programme participants progressing to the University of Sheffield	No	2015-16	19.2%	22%	23%	24%			New measure based on internal data. At Sheffield we believe that progression to HE is directly linked to attainment. Without good levels of attainment it is not possible to progress to university.
T16a_14	Access	Attainment raising	**Other statistic** - Other (please give details in the next column)	Total percentage of 'Discover' Post-16 Outreach programme participants progressing to Higher Education	No	2015-16	71%	73%	74%	75%			New measure based on internal data. At Sheffield we believe that progression to HE is directly linked to attainment. Without good levels of attainment it is not possible to progress to university.
T16a_15	Access	White economically disadvantaged males	**Other statistic** - Ethnicity (please give details in the next column)	Percentage of white males from disadvantaged backgrounds registering on sustained Outreach schemes	No	2015-16	21.7%	24%	25%	26%			New measure based on internal data.

								Yearly milestones (numeric where possible, however you may use text)					
Reference Number	Select stage of the lifecycle	Main target type (drop-down menu)	Target type (drop-down menu)	Description (500 characters maximum)	Is this a collaborative target?	Baseline year	Baseline data	2018-19	2019-20	2020-21	2021-22	2022-23	Commentary on your milestones/targets or textual description where numerical description is not appropriate (500 characters maximum)
T16b_01	Access	Multiple	Outreach / WP activity (collaborative - please give details in the next column)	Continue to develop the HEPP partnership. Develop a project to test the effectiveness of longitudinal engagement with schools.	Yes	2014-15	Develop a strategy to engage with a number of schools in one sub-region on a collective project.	Consider rolling out to other schools in the sub-region, depending on future funding	Consider rolling out to other schools in the sub-region, depending on future funding	Consider rolling out to other schools in the sub-region, depending on future funding			At the request of the local authority, this project is designed to encourage schools to plan ahead for the engagement with university of each year group, with the aim of improving ambition and attainment in target schools
T16b_02	Access	Multiple	Outreach / WP activity (collaborative - please give details in the next column)	Continue to develop the HEPP partnership. Develop a project to test the effectiveness of longitudinal engagement with schools.	Yes	2014-15	Develop an appropriate strategy to engage with primary schools	Evaluate engagement and activity with target schools, and consider extending the activity, depending on future funding	Consider involving other primary schools, depending on future funding	Consider involving other primary schools, depending on future funding			The aim of this project is to engage and influence younger children and their parents to consider university as an option at an early stage. Feeder schools of a HEPP target school will be chosen, so that activity pre- and post- Y7 can link.
T16b_03	Access	Multiple	Outreach / WP activity (collaborative - please give details in the next column)	Excellence Hub: a partnership between the Universities of Leeds, Sheffield and York which targets high achieving students from currently under-represented groups from across the region to encourage and facilitate progression of the 'most able, least likely' group of students to selective HEIs through subject specific taster events and IAG events, workshops and conferences.	Yes	2011-12	800	2150	2200	2225			Number of students engaged with the Excellence Hub. Note that targets beyond 2018/19 are notional.
T16b_04	Access	Multiple	Outreach / WP activity (collaborative - please give details in the next column)	Realising Opportunities Targets for progression of RO participants to a research intensive university	Yes	Other (please give details in Description column)	N/A	38%	39%	N/A			Shows the target for the percentage of RO participants entering a research intensive university
T16b_05	Access	Multiple	Outreach / WP activity (collaborative - please give details in the next column)	Realising Opportunities Targets for progression of RO participants to an RO Partner university	Yes	Other (please give details in Description column)	N/A	25%	25%	N/A			Shows the target for the percentage of RO participants entering an RO Partner university
T16b_06	Access	Multiple	Strategic partnerships (eg formal relationships with schools/colleges/employers)	We will develop more formal partnership arrangements with schools and colleges as well as with Local Authority and other external agencies.	No	2013-14	1 HE/Schools partnership conference and 2 senior manager networking opportunities.	1 HE/Schools partnership conference and 2 senior manager networking opportunities.	1 HE/Schools partnership conference and 2 senior manager networking opportunities.	1 HE/Schools partnership conference and 2 senior manager networking opportunities.			Through the partnerships we will clarify our 'offer' to students from widening participation backgrounds & ensure that activities are effectively targeted. We will also deliver 'consultation/networking' events targeting senior managers.

Table 8b - Other milestones and targets.

T16b_07	Access	Attainment raising	Outreach / WP activity (other - please give details in the next column)	We will expand the number of participants on our successful post-16 sustained engagement programmes. These are intensive programmes that target WP students who have the academic potential to progress to and succeed at research intensive HEIs. These programmes include academic skills development activities to improve attainment at post-16 and to improve preparedness for degree level study in research intensive institutions. Successful completion leads to an alternative offer for admission to the University of Sheffield.	No	2013-14	500	580	600	600			Each scheme will seek to increase their total cohort (Y12 & Y13) by 4 students per year until 2019/20. Participants benefit from direct subject revision sessions as part of the Discover programme, to support their attainment and progression to Higher Education.
T16b_08	Access	Multiple	Outreach / WP activity (other - please give details in the next column)	From 2015/16 we will introduce a pre-16 interdisciplinary intensive programme targeting higher achieving WP students from Y9 to Y11, providing academic skills, developlment opportunities and confidence building activities alongside a range of subject based optional sessions, to give students a greater understanding of what subjects are available at HE level.	No	Other (please give details in Description column)	N/A	350	400	400			The scheme will seek to recruit an initial 200 participants into the Y9 cohort in 2015/16 with annual increases of 50 each year until 2019/20.
T16b_09	Access	Multiple	Outreach / WP activity (other - please give details in the next column)	We will expand our delivery of activities targeting primary school pupils, including 'self- access' web based programmes plus face to face interactivie sessions on and off campus. Work in collaboration with the Students' Union and SheffieldVolunteering. Provide trained volunteer classroom mentors in Sheffield primary schools.	No	2012-13	Web based resources available. Working with 14 schools in Sheffield City Region	Work with 18 schools in Sheffield City Region	Work with 20 schools in Sheffield City Region	Work with 20 schools in Sheffield City Region			
T16b_10	Access	Multiple	Outreach / WP activity (other - please give details in the next column)	We will continue to offer a general programme of HE support for schools and colleges across the Sheffield City region. This programme of support will work with schools and colleges locally to provide IAG to post-16 students, their parents/advisers and teachers, in order that students can make informed choices about whether, and if so where and what to study.	No	2012-13	Over 100 events - a mixture of small and large scale activities reaching an audience of over 15000 participants	Over 100 events - a mixture of small and large scale activities reaching an audience of over 15000 participants	Over 100 events - a mixture of small and large scale activities reaching an audience of over 15000 participants	Over 100 events - a mixture of small and large scale activities reaching an audience of over 15000 participants			

T16b_11	Access	Attainment raising	Outreach / WP activity (other - please give details in the next column)	We will expand our successful US in Schools Mentoring programme to schools and colleges using current University of Sheffield Students.	No	2014-15	70 mentors delivering support to 350 mentees across 12 schools in the Sheffield City region.	Expand scheme to work with 18 schools	Expand scheme to work with 20 schools	Maintain scheme to work with 20 schools			The scheme seeks to increase the number of schools we provide mentoring support to by 2019/20. Pupils benefit from one to one mentoring sessions over a sustained period to support confidence, aspirations and attainment during years 9, 10 and 11.
T16b_12	Access	Multiple	Contextual data	We will continue to use a systematic approach to the use of contextual data in the admissions process, based on good practice within the sector and based on the evidence generated internally at the University of Sheffield with regard to progression and success of students on our degree programmes who were previously admitted on the basis of contextual data being taken into account.	No	2011-12	Cont Data used in holistic way on university wide basis as an indicator, providing additional background information to applicants	Continue to use contextual data in holistic way on a university wide basis as an indicator, providing additional background information to applicants during selection, and adapt the policy accordingly.	Continue to use contextual data in holistic way on a university wide basis as an indicator, providing additional background information to applicants during selection, and adapt the policy accordingly.	Continue to use contextual data in holistic way on a university wide basis as an indicator, providing additional background information to applicants during selection, and adapt the policy accordingly.			
T16b_13	Other/Multiple stages	Multiple	Management targets	We will continue to develop faculty-led WP strategies, linked to L&T strategies, to ensure that pockets of under-representation are identified at department/faculty level, and programmes of activities are developed to redress those issues. Through central teams working collaboratively with academic departments and faculties, we will be able to ensure that activities delivered are appropriately targeted at the most under-represented groups, leading to more effective use of resource, and more effective evaluation of impact.	Yes	2012-13	All faculties have developed and embedded WP Plans. Budget allocations c £750k in place to support the delivery.	Continue to develop Faculty plans to underpin the University's widening particpation strategy with specific focus on under-represented groups within subject disciplines.	Continue to develop Faculty plans to underpin the University's widening particpation strategy with specific focus on under-represented groups within subject disciplines.	Continue to develop Faculty plans to underpin the University's widening particpation strategy with specific focus on under-represented groups within subject disciplines.			
T16b_14	Student success	Multiple	Management targets	(WPREU) WP Research and Evaluation Unit - Evaluate and research student support and progresssion activities	No	2012-13	N/A	Continue to develop and implement an evaluation framework and toolkit for monitoring and evaluating student support and progression activities (academic, financial, and pastoral) for key WP groups.	Continue to develop and implement an evaluation framework and toolkit for monitoring and evaluating student support and progression activities (academic, financial, and pastoral) for key WP groups.	Continue to develop and implement an evaluation framework and toolkit for monitoring and evaluating student support and progression activities (academic, financial, and pastoral) for key WP groups.			We have a wide-ranging approach to researching and evaluating student success and progression activites - and will continue to develop a range of projects in this area.
T16b_15	Access	Multiple	Management targets	(WPREU) WP Research and Evaluation Unit - Continue to develop the evaluation and research of the University's WP outreach activities.	No	2012-13	N/A	Continue to develop a toolkit and framework to support the consistent evaluation of, and research into, the University's WP outreach activities. Continue to develop and implement effective mechanisms for the review and response to research and evaluation outcomes and for the sharing of good practice both internall and externally.	Continue to develop a toolkit and framework to support the consistent evaluation of, and research into, the University's WP outreach activities. Continue to develop and implement effective mechanisms for the review and response to research and evaluation outcomes and for the sharing of good practice both internall and externally.	Continue to develop a toolkit and framework to support the consistent evaluation of, and research into, the University's WP outreach activities. Continue to develop and implement effective mechanisms for the review and response to research and evaluation outcomes and for the sharing of good practice both internall and externally.			Having developed and embedded an institution-wide evaluation approach, we are now focusing on smaller-scale more detailed evaluations.

T16b_16	Other/Multiple stages	Multiple	Management targets	(WPREU) WP Research and Evaluation Unit - continue to annually review the impact of the University's financial support package on the student experience.	No	Other (please give details in Description column)	N/A	Continue to develop research and evaluation activities exploring the impact of the University's financial support package with the aim of developing further understanding of how financial issues impact on the student experience.	Continue to develop research and evaluation activities exploring the impact of the University's financial support package with the aim of developing further understanding of how financial issues impact on the student experience.	Continue to develop research and evaluation activities exploring the impact of the University's financial support package with the aim of developing further understanding of how financial issues impact on the student experience.			We continue to develop our annual evalution of financial support. This is an iterative process in which we are refining our focus each year on the basis of outcomes from the previous year.
T16b_17	Other/Multiple stages	Multiple	Management targets	(WPREU) WP Research and Evaluation Unit - Support and deliver the Sheffield Student 2013 tracking project.	No	2012-13	N/A	End of project and publication of academic papers / monograph	N/A	N/A			Project due to conclude in Summer 2018.
T16b_18	Other/Multiple stages	Multiple	Management targets	(WPREU) WP Research and Evaluation Unit - Deliver institution specific research to support the development of a solid evidence base to underpin strategic, policy and practice decision making.	No	2012-13	N/A	Continue to develop and deliver a wide range of long and short term insitution focussed research projects covering all stages of the student journey from outreach to progression. Outcomes will support strategic, policy and practice decision-making. Some outcomes, where relevant, should be disseminated externally.	Continue to develop and deliver a wide range of long and short term insitution focussed research projects covering all stages of the student journey from outreach to progression. Outcomes will support strategic, policy and practice decision-making. Some outcomes, where relevant, should be disseminated externally.	Continue to develop and deliver a wide range of long and short term insitution focussed research projects covering all stages of the student journey from outreach to progression. Outcomes will support strategic, policy and practice decision-making. Some outcomes, where relevant, should be disseminated externally.			We continue to build an evidence base from outcomes from the Sheffield Student 2013 project and a range of smaller scale research projects in this area.
T16b_19	Other/Multiple stages	Multiple	Management targets	(WPREU) WP Research and Evaluation Unit - Continue to foster links between academic, managerial and practitioner staff to ensure that both the University's WP practice and academic research have the opportunity to inform each other.	No	2015-16	N/A	Provide a range of opportunities (e.g. forums, seminars, round-tables and other activities) for academic researchers and WP practitioners to engage with each other to share ideas and the latest thinking. This should enable to University's practice to be informed by the latest research and thinking and research to engage more with practitioners.	Provide a range of opportunities (e.g. forums, seminars, round-tables and other activities) for academic researchers and WP practitioners to engage with each other to share ideas and the latest thinking. This should enable to University's practice to be informed by the latest research and thinking and research to engage more with practitioners.	Provide a range of opportunities (e.g. forums, seminars, round-tables and other activities) for academic researchers and WP practitioners to engage with each other to share ideas and the latest thinking. This should enable to University's practice to be informed by the latest research and thinking and research to engage more with practitioners.			We have introduced an annual programme of events - designed to bring together a range of instutitonal WP stakeholders and continue to run one-off activities - such as guest lecturers, topic focused workshops etc.
T16b_20	Student success	Multiple	Student support services	Enhanced support for commuter students	No	2011-12	Support already in place but we envisage higher numbers of students choosing to commute, in order to overcome some financial hurdles.	A minimum of three events targeting commuter students. Activities to include peer mentoring.	A minimum of three events targeting commuter students. Activities to include peer mentoring.	A minimum of three events targeting commuter students. Activities to include peer mentoring.			Numbers of commuter students are expected to rise over time. Our provision of support will reflect this increase and will need to develop further to provide a more tailored pastoral role for students who do not live on campus. Additional activity will be provided to ensure that commuter students can effectively integrate into the wider student body, and take advantage of opportunities to experience extra-curricular activities that help students to build social capital.

T16b_21	Student success	Care-leavers	Student support services	Care Leaver support	No	2011-12	Priority in obtaining year round University owned accommodation.	Ongoing monitoring in order to ensure best practice.	Ongoing monitoring in order to ensure best practice.	Ongoing monitoring in order to ensure best practice.			We already provide a dedicated role to support care leavers as they enter the University but more staff resource will be available to further support this area of work and to provide additional support throughout the year. We also priority in obtaining University owned accommodation for students from a care background and our financial support package can assist by being used as a discount against accommodation fees.
T16b_22	Student success	Multiple	Student support services	Additional support for students facing difficulties	No	2011-12	N/A	Targeted awareness raising towards WP groups at two key transition points: Intro Week and exam periods. Use of printed material, social media and face to face contact to raise awareness of availability of academic, social and well-being support	Targeted awareness raising towards WP groups at two key transition points: Intro Week and exam periods. Use of printed material, social media and face to face contact to raise awareness of availability of academic, social and well-being support	Targeted awareness raising towards WP groups at two key transition points: Intro Week and exam periods. Use of printed material, social media and face to face contact to raise awareness of availability of academic, social and well-being support.			This resource will be made available to all students who are managing challenging circumstances, but will have a particular focus towards WP students.
T16b_23	Student success	Disabled	Outreach / WP activity (other - please give details in the next column)	Expand our activity for prospective students with disabilities to ensure they are aware of support available, & provide: a peer mentoring scheme; IAG workshops targeting students and families; DSA guidance sessions collaboratively with other HEIs	No	2011-12	N/A	30 events providing pre-entry and transitions support to groups of between 10 and 100 participants. 1:1 appointments for students with specific learning difficulties on entry to the University.	30 events providing pre-entry and transitions support to groups of between 10 and 100 participants. 1:1 appointments for students with specific learning difficulties on entry to the University.	30 events providing pre-entry and transitions support to groups of between 10 and 100 participants. 1:1 appointments for students with specific learning difficulties on entry to the University.			The way we have delivered pre-entry and transitional support to disabled learners has changed from what we initially anticipated. Our work has been more responsive and has taken account more of what prospective students and their families have required from us.
T16b_24	Access	Multiple	Outreach / WP activity (other - please give details in the next column)	We will introduce pre-entry careers activity delivered by careers specialists, primarily targeting post-16 students and their advisers/families, but also working in some cases with pre-16 students. This will include, for example, workshops and talks.	No	2011-12	Limited activity, mainly targeted at mature learners through Higher Futures activity. Not significant provision due to cessation of funds.	Deliver 15 pre entry outreach workshops/talks targeting 300 students.	Deliver 15 pre entry outreach workshops/talks targeting 300 students.	Deliver 15 pre entry outreach workshops/talks targeting 300 students.			

T16b_25	Progression	Multiple	Outreach / WP activity (other - please give details in the next column)	We will introduce targeted careers related workshops and talks, as well as targeted individual careers advice sessions for students from under-represented groups to support their progression to graduate level employment.	No	2011-12	Limited targeted activity for WP students, mainly focusing on mature learners through the Higher Futures LLLN.	Deliver 20 careers workshops/talks targeting 150 current students. Deliver 100 individual careers advice sessions.	Deliver 20 careers workshops/talks targeting 150 current students. Deliver 100 individual careers advice sessions.	Deliver 20 careers workshops/talks targeting 150 current students. Deliver 100 individual careers advice sessions.	
T16b_26	Access	Multiple	Outreach / WP activity (collaborative - please give details in the next column)	Continue to develop the new HEPP partnership and ensure that activities delivered through this network support the progression of young people and adults from the Sheffield City Region to HE.	Yes	2011-12	HEPP partnership established jointly with University of Sheffield	Continue to develop the HEPP partnership	Continue to develop the HEPP partnership	Continue to develop the HEPP partnership	The two universities have each committed to support the HEPP partnership over the medium term, with sufficient financial resources to help maintain a small core team and some development funding. This team coordinates centralised and collaborative activity across the Sheffield City Region for young people and adults, working closely with their respective Outreach teams. Development of the partnership may be adjusted subject to review outcomes.
T16b_27	Access	Multiple	Outreach / WP activity (collaborative - please give details in the next column)	Continue to develop the new HEPP partnership and ensure that activities delivered through this network support the progression of young people and adults from the Sheffield City Region to HE.	Yes	2011-12	Activity strands and resources developed for young people, adults, teachers and advisers	Develop and maintain activity levels.	Develop and maintain activity levels.	Develop and maintain activity levels.	Generic, impartial activity strands complement those of the funding universities and include Student Finance, Understanding the Value of University, an interactive website for adult learners, CPD for teachers and advisers, and a partnership website including resources. Activity may be adjusted or re-prioritised over time, subject to review outcomes and prevailing national and regional policy.
T16b_28	Access	Multiple	Outreach / WP activity (collaborative - please give details in the next column)	Continue to develop the HEPP partnership. Identify and develop an appropriate strategy for targeting young people in the Sheffield City-Region and tracking their progress.	Yes	2012-13	Preliminary discussions with local authorities to determine the type of information and data that might be shared in order to monitor the participation of target groups in WP activity	Develop and maintain tracking and monitoring systems	Develop and maintain tracking and monitoring systems	Develop and maintain tracking and monitoring systems	Regional data on participation, achievement and progression at school and college level and the socio-economic status of young people is provided and analysed by local authority partners. HEPP is working with the local authorities in the Sheffield City Region to provide data sets which will allow effective targeting for WP activity and the tracking of young people from pre-16 into post-16 education, employment and training, and on to higher education.

T16b_29	Access	Multiple	Outreach / WP activity (collaborative - please give details in the next column)	Continue to develop the HEPP partnership. Develop a project to test the effectiveness of longitudinal engagement with schools.	Yes	2013-14	Pilot a new project with intensive engagement of 50 learners from Y10, including a summer school.	Consider recruitment of further cohort, depending on the outcomes of evaluation and future funding	Consider recruitment of further cohort, depending on the outcomes of evaluation and future funding	Consider recruitment of further cohort, depending on the outcomes of evaluation and future funding			50 young people (10 from each of 5 schools) are participating in this 2 year project, which involves long term, intensive engagement in WP activity, compared with a matched cohort not participating. The process and outcomes will be evaluated by research teams at the universities.
T16b_30	Access	Multiple	Management targets	(WPREU) WP Research and Evaluation Unit - Collaborate with practitioners to develop new outreach interventions from ground up which are informed by academic and practitioner expertise and latest research evidence.	No	2016-17	N/A	Develop 1 new intervention activity in collaboration with practitioners following workshop development process. Ensure interventions are underpinned by detailed and appropriate objectives and calibrated evaluation measures. Evaluate outcomes and correlate with attainment and HE progression outcomes. Continue to evaluate and assess previous interventions.	Develop 1 new intervention activity in collaboration with practitioners following workshop development process. Ensure interventions are underpinned by detailed and appropriate objectives and calibrated evaluation measures. Evaluate outcomes and correlate with attainment and HE progression outcomes. Continue to evaluate and assess previous interventions.	Develop 1 new intervention activity in collaboration with practitioners following workshop development process. Ensure interventions are underpinned by detailed and appropriate objectives and calibrated evaluation measures. Evaluate outcomes and correlate with attainment and HE progression outcomes. Continue to evaluate and assess previous interventions.			The annual develop of new activities is continuing with collaboration on a programme for students in Y7-8 and their parents.
T16b_31	Success	Ethnicity	Other (please give details in Description column)	Undertake detailed and robust qualitative research with BAME students in each of the University's Faculties to develop an understanding of student experience factors relevant to attainment outome differentials. This work will support, the development of disciplinary specific interventions, and, in future years, a more detailed comparative investigation of relationship between attainment gaps and disciplinary contexts, with a view to extending the effectiveness and robustness of interventions.	No	2016-17	3 Faculties	4 Faculties	5 Faculties				Detailed quantitative analysis of ethnicity related attainment differentials at institution, faculty and department level has been undertaken. As yet there is not a sufficient evidence and research-base to inform robust evidence-based responses to address these gaps across diverse disciplinary areas. As such, we will focus on developing an institution-specific evidence base (via qualitative research across each of the University's faculties) to develop appropriate and context-dependent responses.