



Access and Participation Plan 2020-21 to 2024-25

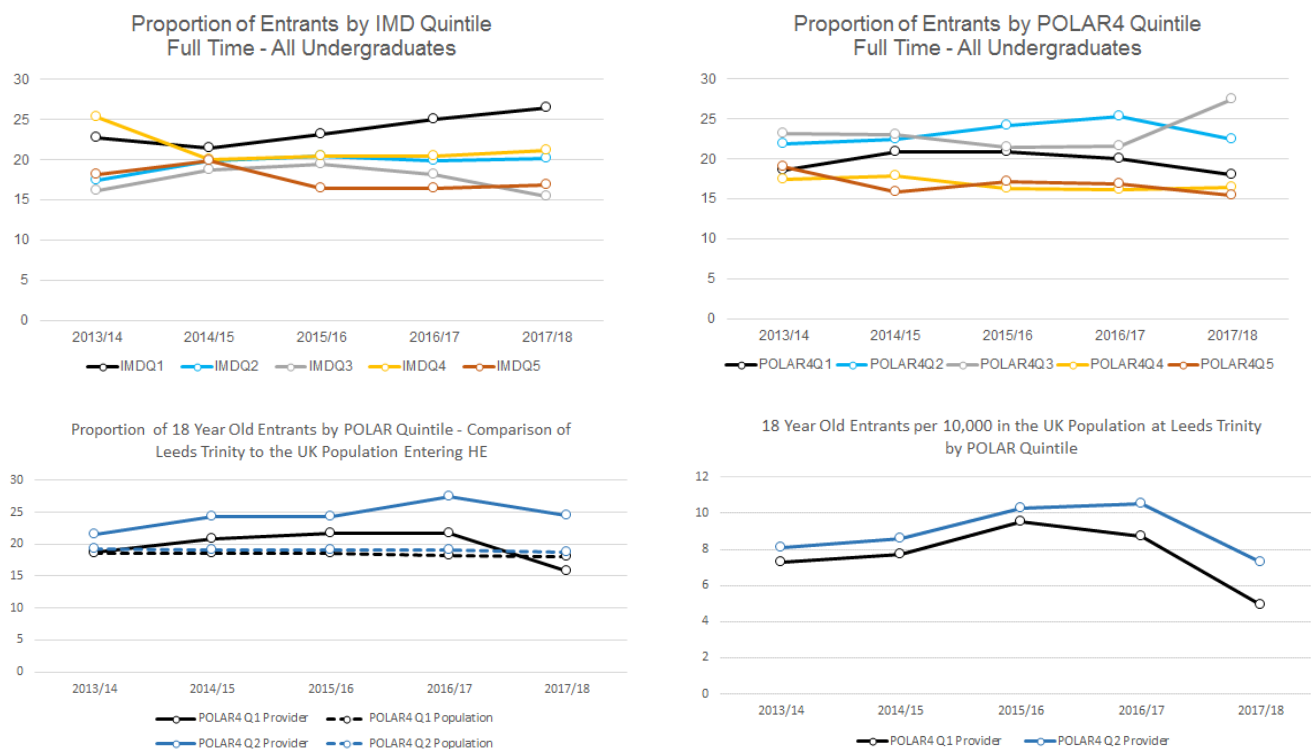
(with appendix for July 2022 variations)

Assessment of Performance

The focus of analysis in the assessment of performance section is based on all undergraduate levels of study and for full-time students. Extremely small numbers of undergraduate students studying at levels other than first degree (30 entrants in 2017/18) do not allow for meaningful analysis segregated by level of study. Numbers of part-time undergraduate students are also extremely small in number (20 entrants in 2017/18), hence applying focus to the analysis of full-time students from the Access and Participation Plan Dataset.

1.1 Higher education participation, household income, or socioeconomic status

Access

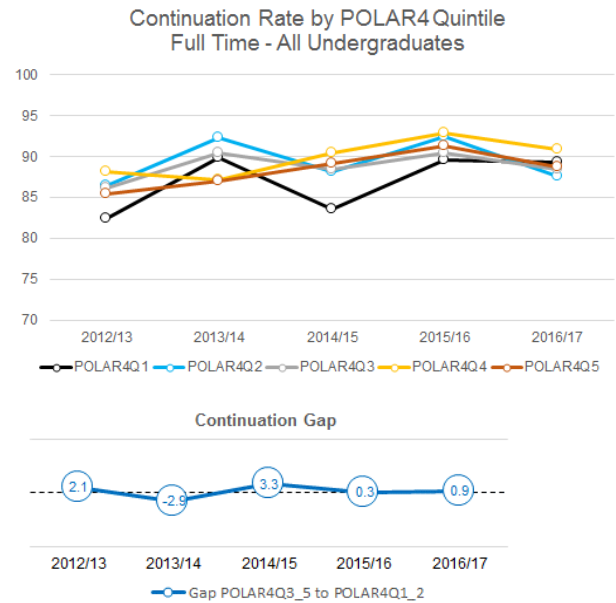
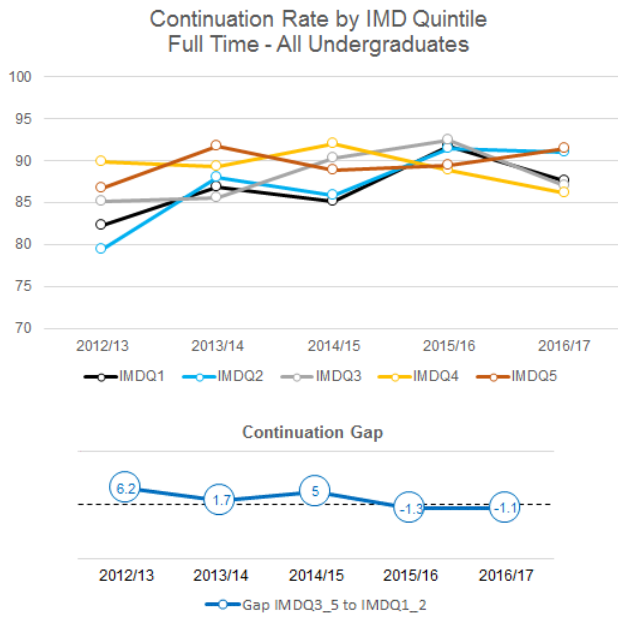


Source: OfS Access and Participation Plan Dataset

The University has made progress in recruiting an increased proportion of students from the most socio-economically deprived areas (IMD) highlighted by the growth in entrants from IMDQ1, which is the largest population of IMD quintiles for the last four years. There has been some decline in access from the lowest participation areas (POLAR Q1) most recently. Examining access from the lowest participation areas specifically for 18-year-old entrants, the University has largely, through the period, exceeded the levels of access seen in the wider UK population. The performance in the most recent reported year (2017/18) shows a downturn in this trend, this is however impacted by a significant decrease in undergraduate entrants in absolute terms which has impacted on the stability of performance by participation areas. Internal data for 2018/19 entry indicates improved performance in the lowest participation areas with overall recruitment numbers returning to more typical levels. The differing recent trends in respect of socio-economic deprivation (IMD) and higher education participation levels (POLAR4) are strongly linked to the changing ethnic profile of the University in recent years and this is further analysed in the intersections of disadvantage section of this document. The University continues to recognise the importance of access for students from areas of low participation.

Success

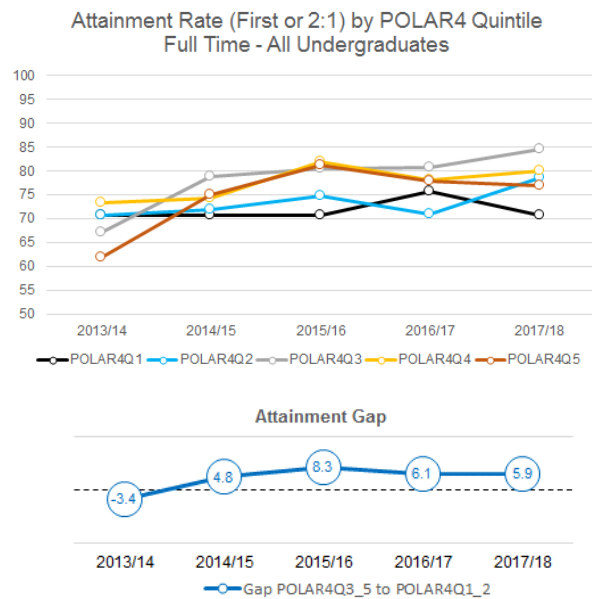
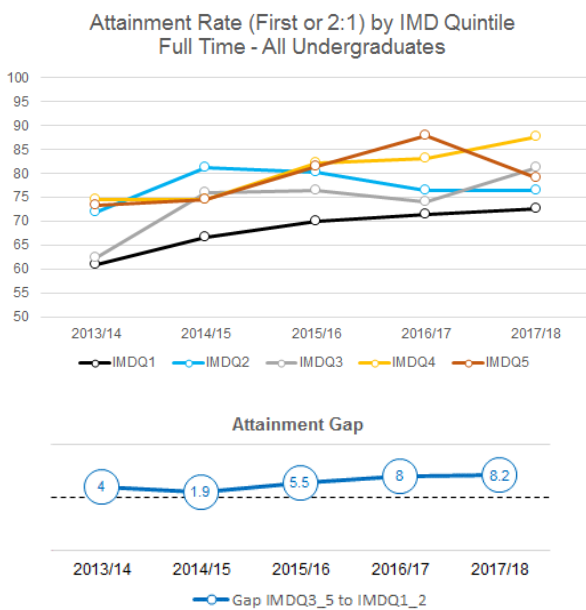
Non-continuation



Source: OfS Access and Participation Plan Dataset

In respect of continuation there has been improvement in the gap between IMD1/2 and IMD3/4/5 during the period and only a very small gap still observed in respect of lower participation areas. The gaps also compare favourably for the University relative to the wider sector in the same comparisons. Additionally, the latest TEF data for the University highlights continuation performance in line with benchmark for students from deprived and low participation areas.

Attainment

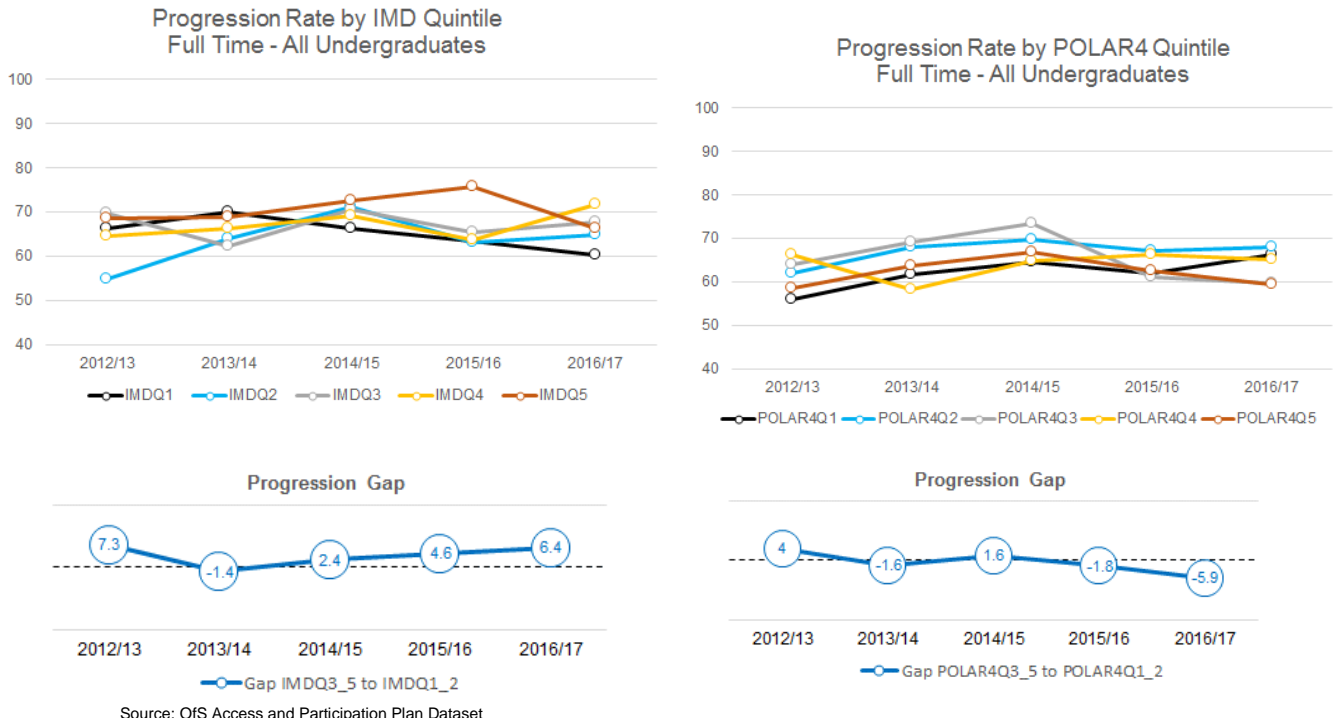


Source: OfS Access and Participation Plan Dataset

An adverse attainment for students from the most socio-economic deprived backgrounds and lowest participation areas is persistent over the period. Internal analysis highlights the impact of other factors of disadvantage that impact on this including entry qualifications. The intersections of gender and ethnicity are

also relevant and considered later in the report. The attainment gap for the University is less severe than seen in the wider sector but there is a significant potential to have a positive impact on a large proportion of our students to increase attainment for students from areas of higher deprivation (46.5% of 2017/18 undergraduate full-time entrants were from IMD quintiles 1 and 2).

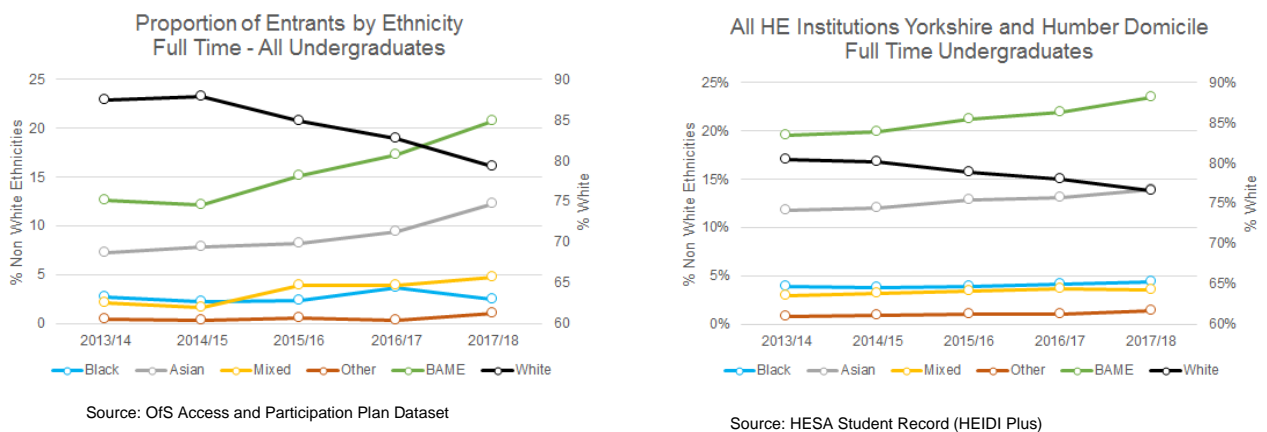
Progression to employment or further study



A gap in progression is prevalent for students from the most socio-economically deprived areas over the reporting period. There is a counter trend in respect of low participation with students from the lowest participation areas progressing more successfully than others more recently. This is correlated with the profile of progression performance by ethnicity, with a significant progression gap for BAME students who have a greater weighting towards higher deprivation areas. This is explained in more detail in the ethnicity section of this document.

1.2 Black, Asian and minority ethnic students ¹

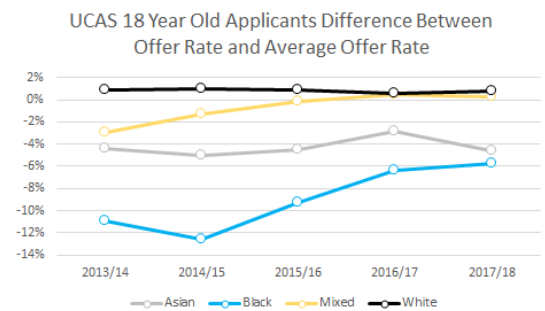
Access



¹ Data is taken from OfS Access and Participation Plan data sets made available to providers. Data referred to as BAME is the aggregate of all Asian, Black, Mixed and Other ethnicities labelled as ABMO in the OfS provided datasets. We have used the term BAME as it is more commonly used for referring to Black, Asian and Minority Ethnic students.

A positive movement in closing the gap on access for BAME as a whole is evident across the period, this is mostly driven by the increased representation of Asian students. Black entrants remain at a largely static small proportion with some increase in the proportion of students of mixed ethnicity. Relative to the wider sector the University is consistently recruiting a lower proportion of Black students. This is partly explained by the composition of the local and regional population which has a smaller Black population than some parts of the UK. 2011 census population data shows that although 3.3% of the population in Leeds have a Black ethnicity, this is much lower in the wider Yorkshire and the Humber region (1.5%) from which the University recruits 63% of undergraduate students. Compared to our regional context of students entering Higher Education, the ethnic diversity of the University has improved during the last five years, although with some potential for further increase in diversity. The University in 2017/18 has a proportion of undergraduate full-time BAME students that is 3% lower than the proportion of all Yorkshire and Humber domicile students entering Higher Education; for Black students the University is 2% behind the regional position.

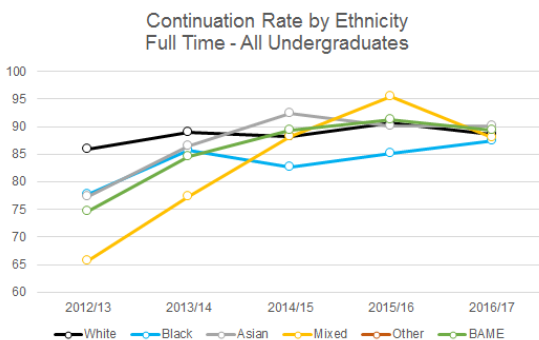
Analysis of UCAS data on offer rates by ethnicity shows that BAME applicants have a lower proportion of applications leading to offers. This persists when compared to average offer rate which normalises for predicted level three qualifications and subject of study. The variance to average offer rate is largest for Black applicants but also significant for Asian applicants. Although some progress has been made in narrowing the gap between offer rate and average offer rate, the University is working to identify opportunities to ease any barriers that may be impacting on this. On balance, the University has made good progress in increasing the ethnic diversity of the University and this remains an area of focus to enhance further in future years.



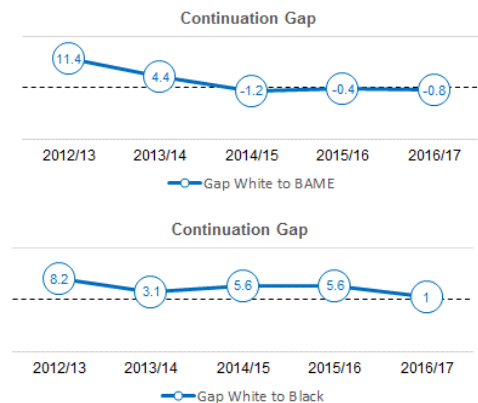
Source: UCAS End of Cycle Data Resources

Success

Non-continuation

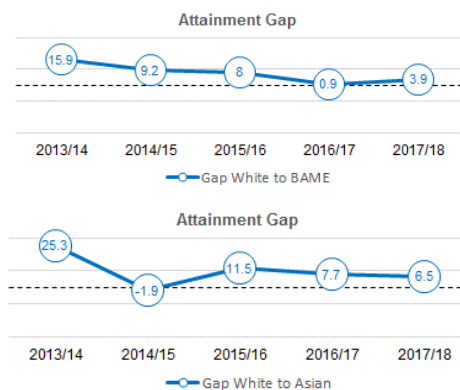
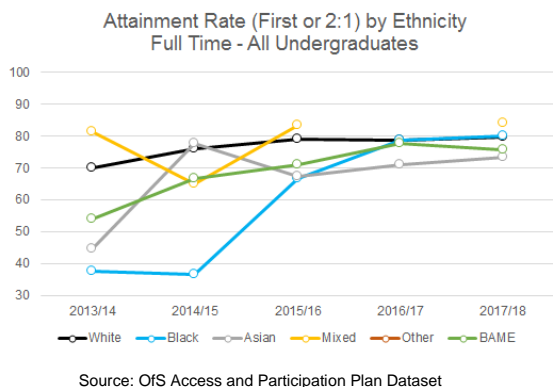


Source: OfS Access and Participation Plan Dataset



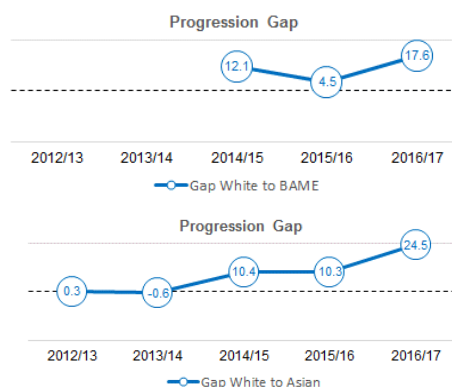
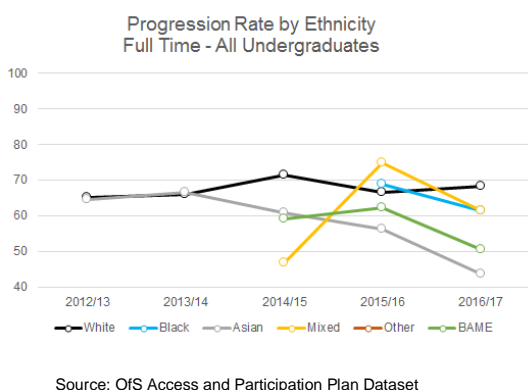
An improving position over the period is observed with greater convergence between ethnic groups. BAME students have a marginally better continuation rate in the most recent year although a small gap still exists for Black students. The University performance compares relatively well with the wider sector in these groups. Additionally, when continuation is analysed through TEF data (with benchmarking applied for subject, entry qualifications and POLAR) the University has continuation above benchmark for BAME students based on the most recent three years of performance. The importance the University is placing on improving continuation for all student groups is considered the most appropriate focus which does incorporate BAME students.

Attainment



An adverse attainment gap for BAME students relative to white students exists although some progress is being made over the broader period. The gap is largest for Asian students in the most recent years. The observed gaps are however less severe than observed in the wider HE sector. We recognise the importance of reducing the attainment gap and the continued impact it also has in the progression stage of the student lifecycle.

Progression to employment or further study



The gap on progression to good graduate outcomes is significant and deteriorating for BAME students and especially so for Asian students. In 2016/17 all non-white ethnic groups have an adverse gap relative to white graduates. The progression gap is significantly wider than is observed at a national level. There are a number of intersecting factors that help to explain the gap in part, however it remains an area of strong focus for which greater understanding is required.

From internal analysis of DLHE data we have observed greater representation of BAME students on subjects with lower progression levels. A compounded impact from lower attainment levels is significant, both BAME and White students are much less likely to achieve a good graduate outcome having not achieved a first or 2:1 degree. It is recognised that the adverse progression gap for BAME students still persists relative to White students both for those with a good honour's degree and those without.

Analysis of the intersection of ethnicity and domicile location from DLHE data has found in our local context that there is a much more considerable ethnicity gap in progression for Leeds Trinity students with a home domicile of Bradford in the most recent years. As the proportion of BAME students from Bradford has increased in the most recent graduating years this is having a heavier weighting on the progression gap for the University. This is an area requiring further exploration to understand if there are particular drivers which

can be identified. We do however need to consider the relative small populations when segmenting BAME students into geographical groups.

Highly Skilled Employment or Further Study by Domicile Location
(Aggregate for 2014/15, 2015/16, 2016/17)

	BAME	White	Gap
Bradford	56%	77%	-22%
Leeds	60%	71%	-11%
Other Locations	60%	68%	-7%

Source: Internal Analysis of DLHE responses

BAME Undergraduate DLHE Respondents by Domicile Location

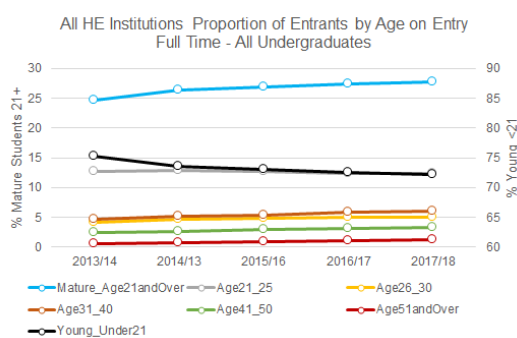
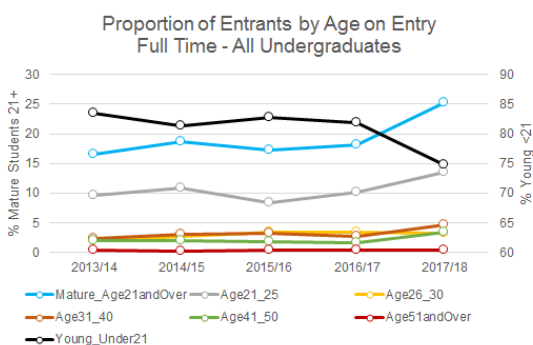
	2013	2014	2015	2016	2017
Bradford	5 (16.1%)	9 (18.4%)	19 (25.3%)	12 (18.2%)	23 (34.3%)
Leeds	6 (19.4%)	10 (20.4%)	26 (34.7%)	18 (27.3%)	19 (28.4%)
Other Locations	20 (64.5%)	30 (61.2%)	30 (40%)	36 (54.5%)	25 (37.3%)

TEF data which applies benchmarking adjustments for subject, entry qualifications, gender, disability and POLAR confirms the persistence of a progression gap with a three-year average performance for Asian students of 7.5% behind benchmark for Asian students and 5.0% behind benchmark for all BAME students. This does not take account of geographical differences impacting on progression but confirms that this is an important gap for the University to address through this plan.

The progression gap is apparent earlier in the life cycle in respect of preparation for employment. This has been identified through internal analysis undertaken on feedback from employers about student performance whilst on placements undertaken at levels four and five. This has highlighted a consistent gap with BAME students having a less favourable opinion from employers in respect of demonstrating skills relevant to employability and being less likely to be recommended by the employer. Although we cannot compare this internal data with any benchmarks, we feel this is an important source of data to explore further to gain further understanding from both student and employer perspectives of the drivers of these gaps. Our continued collection and analysis of this data will also provide a useful means of tracking progress as a lead indicator in future years as the University aims to close the progression gap for BAME students.

1.3 Mature students ²

Access

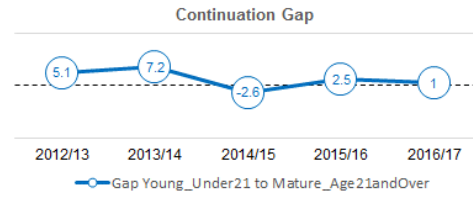
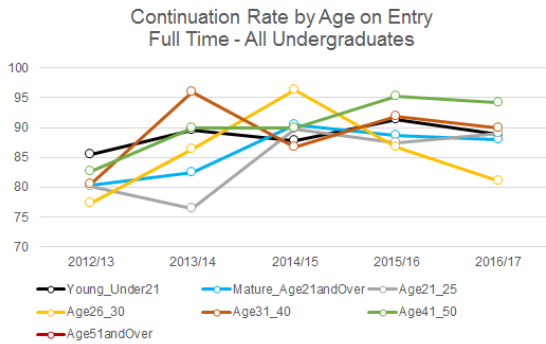


An increased proportion of mature students is evidenced for the latest reported year, this is mostly explained by a relatively large decrease in absolute numbers of young students in this year. In comparison to the sector, the University recruits a smaller proportion of mature students although we would expect this to improve as the impact of new provision in Degree Apprenticeships and Foundation Year degrees is realised.

² Data is taken from OfS Access and Participation Plan data sets made available to providers. We have used the full range of age bandings provided in the data sets as well as the broader young and mature age split.

Success

Non-continuation

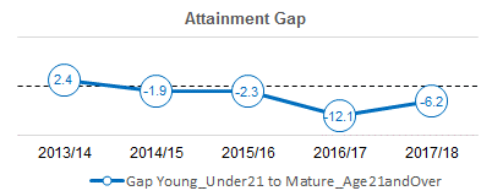


Source: OfS Access and Participation Plan Dataset

Mature students have a lower continuation rate overall compared to young students although the gap has narrowed in recent years. In the most recent year (2016/17) only students aged 26-30 have lower continuation than young students. Relative to the wider sector context the University has a smaller level of differential performance for mature students.

Attainment

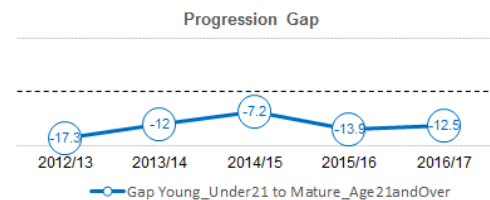
Mature students are consistently achieving higher attainment in recent years relative to young students (for all mature age groups) with no gap evident for the underrepresented group. This is different to the wider sector context in which mature students do have an attainment gap relative to young students.



Source: OfS Access and Participation Plan Dataset

Progression to employment or further study

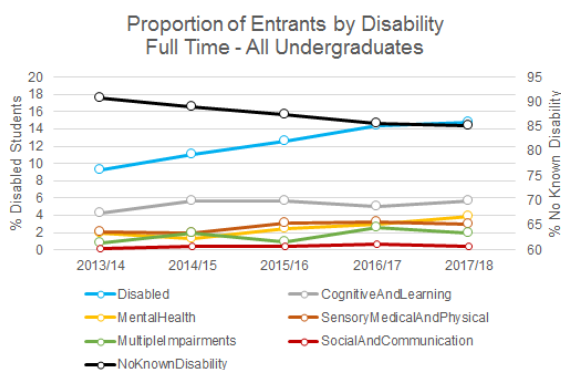
Mature students are consistently progressing to good graduate outcomes relative to young students over the period with no apparent gap for the underrepresented group. In the wider sector mature students also have a higher level of good graduate outcomes.



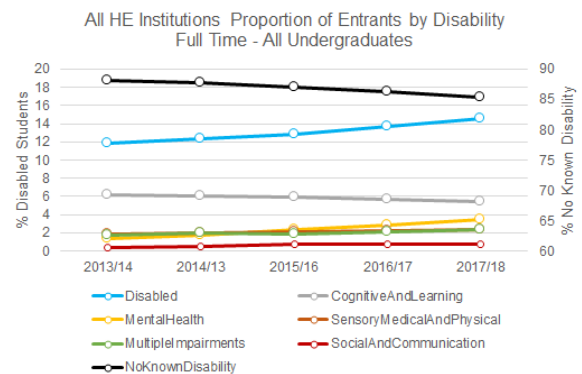
Source: OfS Access and Participation Plan Dataset

1.4 Disabled students

Access



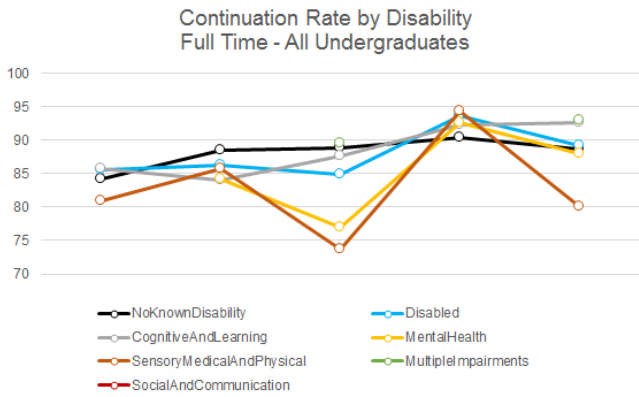
Source: OfS Access and Participation Plan Dataset



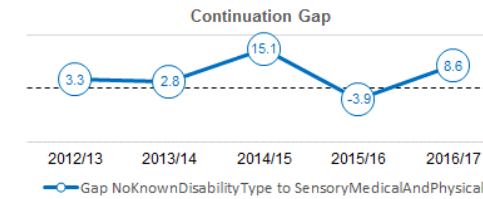
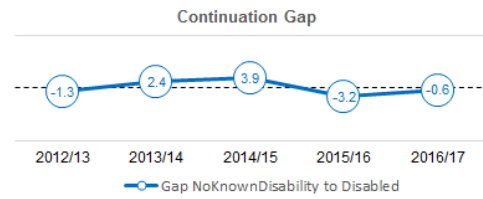
Access from students with disabilities has increased over the period relative to students with no known disability. The University compares similarly to the wider sector picture for full time undergraduate students.

Success

Non-continuation

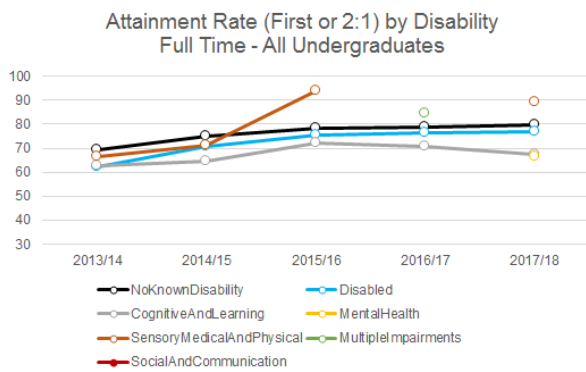


Source: OfS Access and Participation Plan Dataset

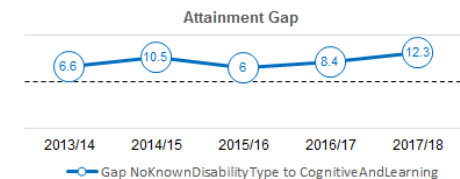
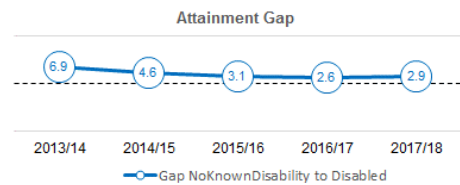


No gap for disabled students is observed as a whole for the last two years. An adverse gap for Sensory, Medical and Physical disability type is prevalent in most years and requires further consideration. At a sector level there is a relatively small adverse gap for students with a disability which is larger for students with a mental health disability. The University has not seen the same concern in recent years for students with a mental health disability, although the relatively small numbers involved at the level of type of disability mean this comparison is subject to some volatility year to year.

Attainment

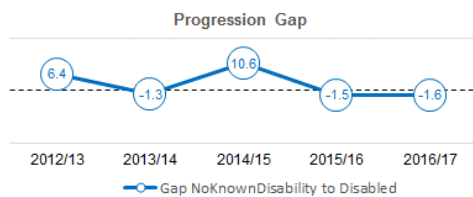


Source: OfS Access and Participation Plan Dataset



A relatively small attainment gap for disabled students is observed relative to students with no known disability. This is more significant for students with Cognitive and Learning disabilities and mental health issues. The overall attainment gap between students with a disability and those with no known disability is comparatively similar relative to the wider sector. In respect of specific disability types the attainment gap for students with Cognitive and Learning disabilities and mental health issues are wider compared to the HE sector. The relative size of our student population does however result in some volatility when using the more granular data by type of disability.

Progression to employment or further study



Source: OfS Access and Participation Plan Dataset

The trend over the period is fairly inconsistent however students with a disability have marginally better progression rates than students with no known disability for three of the last four years. Suppressed numbers at disability type level make deeper comparison at a disaggregated level challenging.

1.5 Care leavers

Access:

At a national, regional and local level the University recognises the low proportion of care leavers who are entering higher education. The growth in participation in higher education for young people in recent years has not materialised for care leavers with a largely static trend.

Care Leavers Who Were in Higher Education (%)

Local Authority/Region	2014	2015	2016	2017	2018
Leeds	6	9	10	8	8
Bradford	7	4	7	7	8
Yorkshire and the Humber	6	6	6	6	6
England	6	6	7	6	6

Source: www.gov.uk/government/collections/statistics-looked-after-children

In respect of entrants at Leeds Trinity, the proportion of undergraduates from a care leaver background is relatively small although with some marginal improvement over the period. Over the last three years the average number of entrants is 10 per year. This makes further statistical analysis of the care leaver population difficult due to significant volatility in trends. We do recognise that care leavers often intersect with other underrepresented groups but our small numbers make that deeper analysis difficult to utilise. A lack of comparative data on care leavers in HE makes understanding of relative performance difficult across all of the life cycle stages.

Full Time All Undergraduates	2013/14	2014/15	2015/16	2016/17	2017/18
% of Care Leaver Entrants	0.5%	0.8%	0.9%	1.0%	1.0%

Source: Internal Data

Success: Continuation

Internal analysis of the completion of first year students does not show any adverse performance gap for care leavers compared to non-care leaver students. Aggregating data over three years (due to the small population of care leavers) the proportion of students passing year one and progressing to year two is 4.0% higher for care leavers. It is however recognised that the small population involved does not allow any statistical confidence in these results.

Attainment

Internal analysis of good degree awards has highlighted a relatively small attainment gap of 2.1% for care leavers compared to non-care leavers. The small care leaver population means there is a very low statistical confidence in the significance of this comparison.

Progression

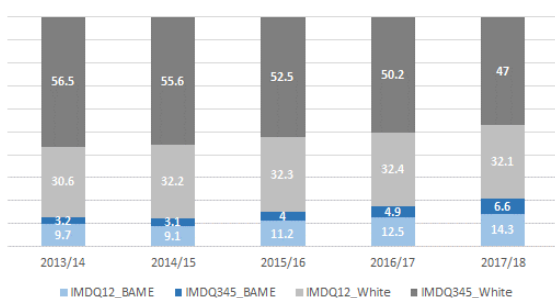
The small numbers of care leavers is further complicated in the understanding of graduate outcomes due to the impact of DLHE response rates on the already small population. Although internal analysis of DLHE data aggregated over three years shows a higher level of good graduate outcomes relative to non-care leavers this is subject to low statistical confidence.

1.6 Intersections of disadvantage

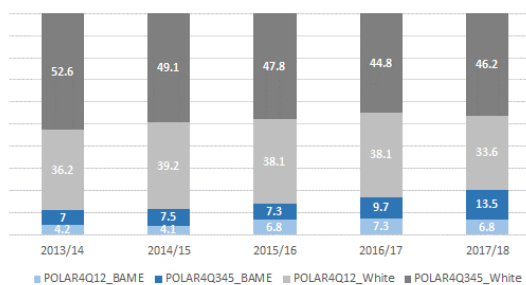
Access:

Overall the representation of students from higher socio-economic deprivation areas has increased over the period (IMD Q1/2 has increased by 6.2% in the last five years). This has been driven by female students, with males from IMDQ1/2 staying static over the period. In respect of low participation areas the proportion of males from POLAR Q1/2 has been relatively static over the period. This further highlights the importance of developing increased access from low participation areas. There is an increasing proportion of students entering the University from a BAME and higher socio-economic deprivation (IMDQ1/2) background (4.6% increase over five years). A very high proportion of BAME students are from IMDQ1/2 which is a significant intersection in other aspects of the student lifecycle including attainment and progression. The increasing levels of ethnic diversity in the University are seen in both lower and higher participation areas.

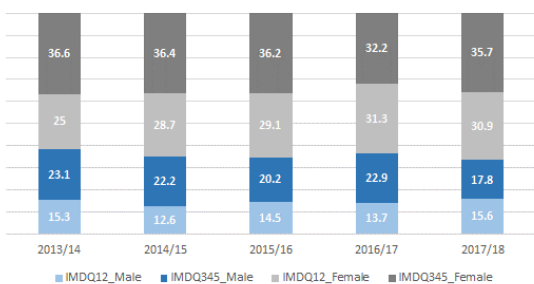
IMD and Ethnicity - Proportion of Entrants
Full Time - All Undergraduates



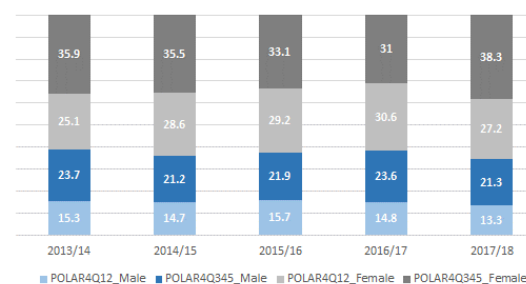
POLAR4 and Ethnicity - Proportion of Entrants
Full Time - All Undergraduates



IMD and Sex - Proportion of Entrants
Full Time - All Undergraduates



POLAR4 and Sex - Proportion of Entrants
Full Time - All Undergraduates



Source: OfS Access and Participation Plan Dataset

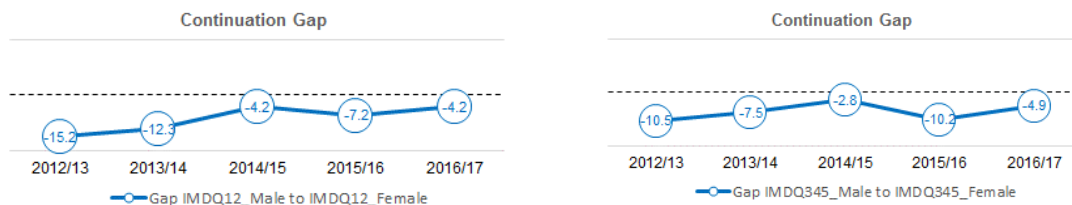
Success:
Continuation

When considering students from areas of higher socio-economic deprivation there is little difference in continuation rates between BAME and white students in the last three years.



Source: OfS Access and Participation Plan Dataset

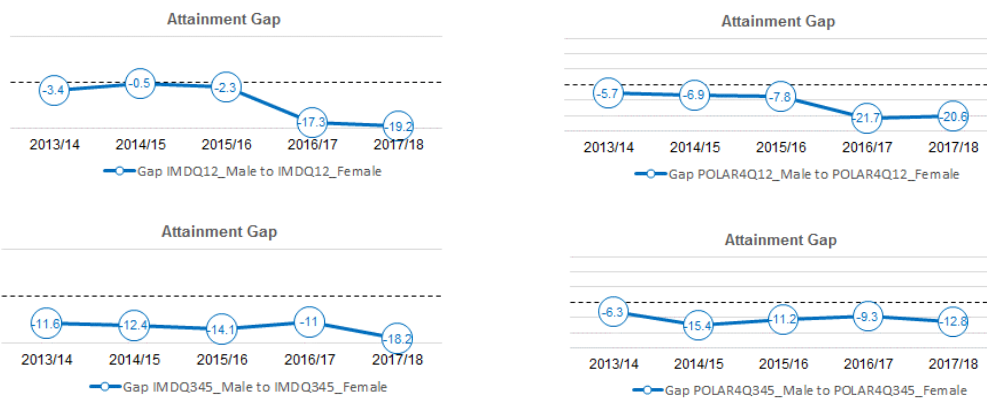
A continuation gap for males from areas of higher socio-economic deprivation relative to females is prevalent across the period although with some improvement more recently. The equivalent gap is though also prevalent comparing males and females from areas of lower deprivation. This highlights the University priority on improving continuation is not limited to males from working class areas and confirms a University-wide focus on improving continuation is appropriate rather than for specific student groups.



Source: OfS Access and Participation Plan Dataset

Attainment

An attainment gap is observed for males relative to females in areas of higher socio-economic deprivation and lower participation. The gap is however still of significance comparing males and females from areas of lower socio-economic deprivation and higher participation. The intersection of gender with socio-economic deprivation and participation is more significant for Leeds Trinity than is observed in the wider sector, confirming relatively weaker attainment for male students. This is however not restricted to only students from low participation or more deprived areas.



Source: OfS Access and Participation Plan Dataset

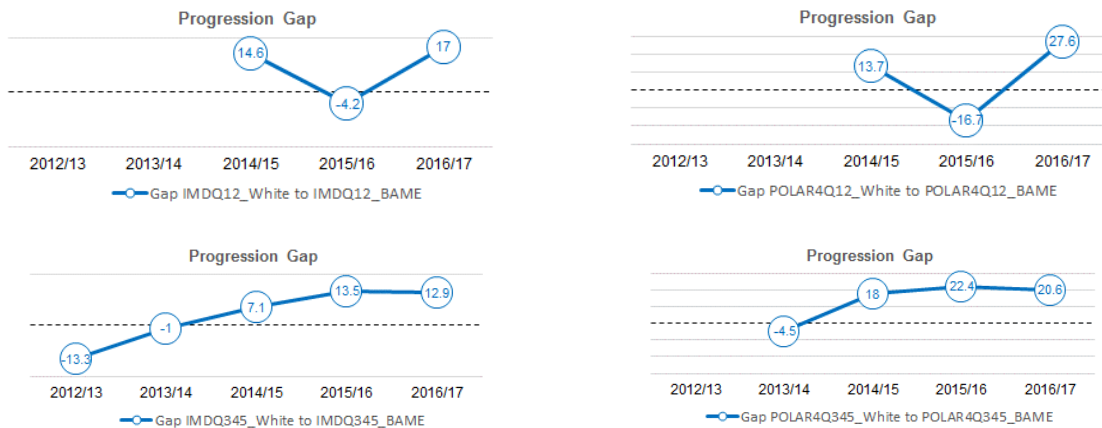
The attainment gap for BAME students relative to white students has been wider when intersected with higher socio-economic deprivation and lower participation although there has been some success in reducing the gap in more recent years. On balance the attainment gap seen for students from areas of higher socio-economic deprivation is an important focus area that incorporates a number of student intersections including ethnicity and gender. The University sees greater potential impact from delivering increased attainment for all students from areas of higher socio-economic deprivation.



Source: OfS Access and Participation Plan Dataset

Progression

The graduate outcomes gap for BAME students remains prevalent when intersected with socio-economic deprivation and participation in Higher Education. This highlights the need to address the progression gap for all BAME students from both deprived and not deprived backgrounds and confirms this to be a high priority focus area for the University.



Source: OfS Access and Participation Plan Dataset

1.7 Other groups who experience barriers in higher education

As a relatively small University (895 full-time undergraduate entrants in 2017/18) we feel our resources are best deployed in addressing priorities identified within the major underrepresented groups. In respect of the further groups of carers, people estranged from families, refugees and military families, the University does not currently collate structured data to identify these groups for analysis. Although the collection of ethnicity data does allow analysis of students who identify as Roma, Gypsy and traveller communities, the population size (only an average of one student per year) does not enable any meaningful analysis of performance. However, we actively engage with a range of community groups and work collaboratively with other HEIs, via National Collaboration and Outreach Project (NCOP) to support access. For example, we are signatories to the Care Leaver Covenant and provide additional support for estranged students and looked-after young people. We are also keen to develop links with groups which support traveller communities.

2. Strategic aims and objectives

The University's assessment of performance and national data highlights the positive impact it is having in reducing disadvantage among target groups. Clear priorities have been identified, with those from low participation areas and BAME ethnicities under achieving across the whole student life cycle. To a lesser extent, students with disabilities are less likely to complete their studies relative to non-disabled students. However, the greatest inequality of outcome is observed for BAME students when benchmarked against the University population throughout the whole student life cycle and it is this group that the University will concentrate its resources on over the life time of this plan. To address this challenge, the University commits to an ambitious strategy which will target resources to eliminate the gap at every stage in the student life cycle by the end of this plan. In addition, working in partnership through Go Higher West Yorkshire (GHWY), we aim to improve access, success and progression of under-represented groups across our local area.

2.1 Target groups

The University will continue targeted interventions to deliver improvements in all areas of the student life cycle and for all target groups identified by the OfS. Full details are stated in the target spreadsheet supporting this plan. However, as previously stated, the University's assessment of its performance identifies that investment in supporting BAME at every level of the student life cycle requires the most focus to address disadvantage and a summary of our stretching targets is provided below.

2.2 Aims and objectives

The aims and objectives below represent the University's continued commitment, to achieve social mobility and address injustices.

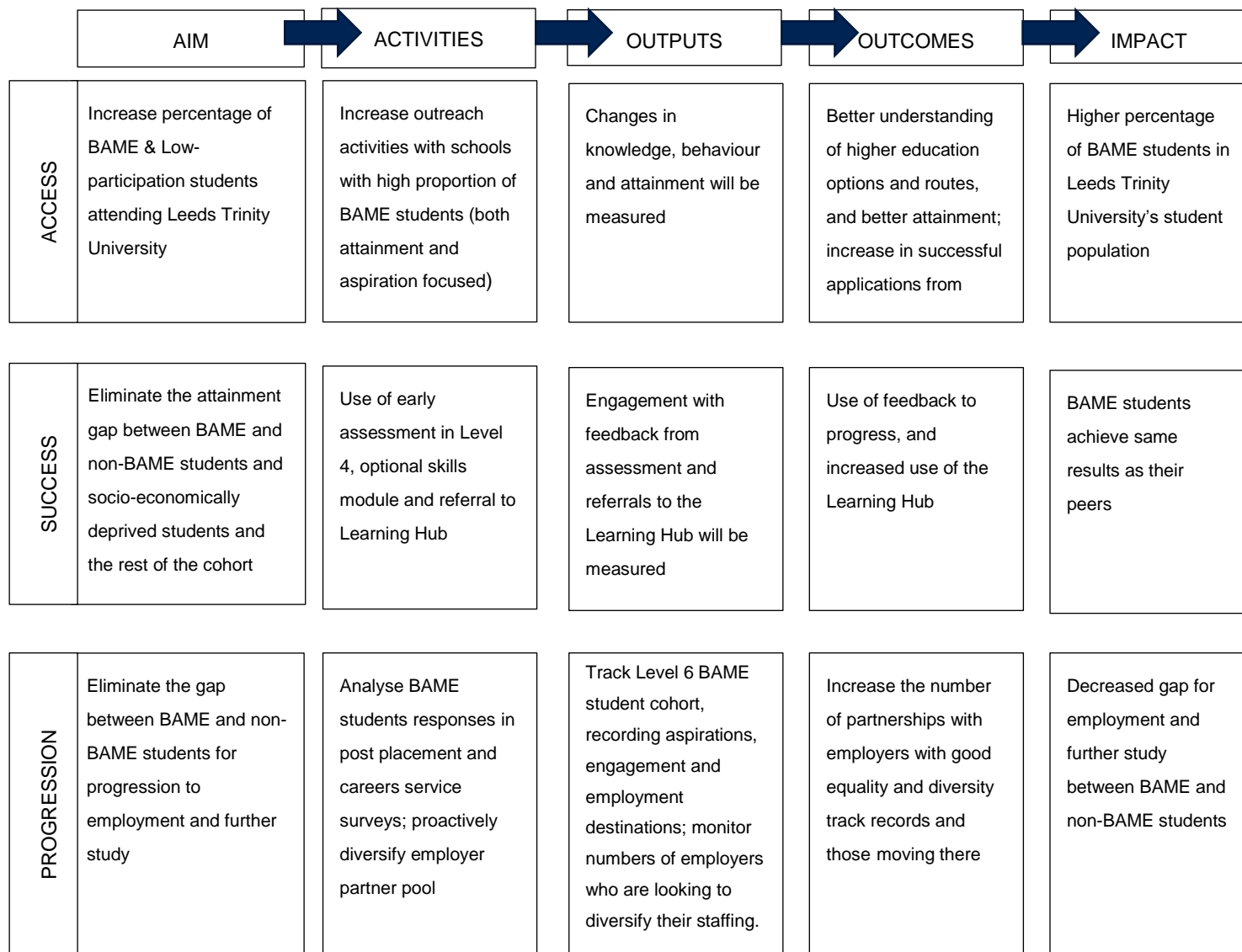
Access

- Develop and enhance our widening access work, targeting schools and colleges in the locality that have a high concentration of BAME population. Over the period of this plan, our aim is to eliminate the gap, with years one and two used to review pilot work of a new post introduced to support BAME recruitment and years three to five to deliver a step change in outcome.
- The proportion of the University's 2017/18 cohort which was full-time undergraduate BAME students was 2.8% lower than the proportion of all Yorkshire and Humber domicile students entering Higher Education; for Black students the University is 1.9% behind the regional position. Although our data shows an improvement during the last five years, there is a need for further work to establish root causes before deploying resources in this area. Our target is to reduce the gap relative to the regional position during the plan.
- Our analysis of performance also indicates that our cohort from lower participation areas whilst relatively strong could be enhanced further. As such our aim is to increase the cohort size of POLARQ1/2 from 40.5% (2017/18) to 50% over the lifetime of this plan. This would ensure POLARQ1/2 students are an equivalent cohort size relative to the aggregate of POLARQ3/4/5.

Success and Progression

- The adverse attainment gap for BAME and low socio-economic students relative to white students is an area of concern for the University and we commit to focusing resources on eliminating the gap by the end of this plan. To support this plan the University will refresh its Learning, Teaching and Assessment Strategy, which will enable the institution to deploy a range of techniques to support students to achieve their full potential and reduce non-continuation.
- The University's assessment of performance has identified that for BAME students the progression to employment and further study gap has widened to 17.6% in 2016/17 from 4.5% in 2015/16 relative of white ethnicities. The increase is a concern to the University and requires a step change in activity to reduce it. We therefore commit to developing a comprehensive strategy which will aim to eliminate the gap over the lifetime of this plan.

3. Strategic measures



The above theory of change model provides an illustration of how the University will develop its strategy to achieve its aims and objectives over the lifetime of this plan. In addition to the work the University is already undertaking, the below measures are being implemented to support our target groups across the whole student life cycle. The effectiveness of these measures will be reviewed via the University's governance structure of which more information is given below.

Access

- To support recruitment from BAME communities the University commits to investing in a new role on a pilot basis to intensively work with schools with high BAME populations as well as faith and community groups. The aim is to raise aspiration and increase applications to university.
- As part of our plan we will review our Schools Relationship Strategy to focus on deepening partnerships with schools in the locality with high concentrations of BAME students to encourage engagement with HE recruitment activities and application to university.
- Analysis of UCAS data on offer rates by ethnicity shows that BAME applicants have a lower proportion of applications leading to offers. We commit to undertake further research to understand the root causes of this to enable the University to identify the changes required to its admissions and recruitment practices to support applications from BAME applicants.
- Offering a Foundation Year as a means of entry to HE for students who require additional input before starting at Level four.

Success and Progression

Measures which will support addressing the attainment gap for BAME and low socio-economic background students over the lifecycle of this plan are expected to include the following (although this will be subject to review and development as part of our annual monitoring process which is designed to ensure all teams regularly analyse data, address issues and evaluate outcomes):

- The use of early assessment in Level four (within first month of study) to develop student confidence, provide early feedback on how to improve performance and to target help at those students who need it.
- The introduction (from September 2019) of an optional skills module to provide additional support to students identified as potentially struggling with the transition to higher education.
- The use of exam panel data to identify students at risk and students on classification borderlines, followed by personal tutor support using our degree calculator, to help students develop strategies to target individual marks and overall attainment improvements.
- A flexible approach to assessment, allowing students to negotiate their own assessment method, enabling them to play to their own strengths and interests while still achieving learning outcomes and developing graduate attributes.
- The use of increased personal tutoring hours at all levels to support attainment by engaging with students on their feedback and performance on a one-to-one basis.
- Work to internationalise the curriculum and use a greater range of diverse speakers and mentors.
- The University understands the financial challenges faced by those from disadvantaged backgrounds and the Leeds Trinity Bursary, a £1,000 cash award is awarded in the second year of the course to all eligible students with a household income of £25,000 or less. The decision to make the award in the second year of degree level studies rather than year one was made in consultation with student representatives that identified year two is often a more difficult year financially as students move out of halls and off campus and can incur a higher level of costs relative to year one. The bursary scheme is administered automatically, and students do not need to make a separate application.

Measures to support BAME progression to good graduate or educational outcomes

- Track Level six BAME student cohort – recording aspirations, engagement, employment destinations etc. and targeting support where needed.
- Run mandatory Level six exit interviews with personal tutors – signposting any students without professional employment or further study plans to the graduate employment team.
- Embed mandatory Level six employability sessions into academic sessions.
- Analyse DLHE data to identify more focussed employability support with specific subject areas.
- Convene a student focus group with BAME students to identify any potential barriers to professional employment or further study that the University can support with, and to identify the level of engagement and support the students want and need.
- Track and record the placement destinations of BAME Level four and Level five students – measuring proportion in professional level roles and checking progression towards professional level employment.
- Analyse BAME survey responses in post placement and careers service surveys.
- Proactively diversify our employer partner pool e.g. targeting specific employers (BAME and those looking to diversify their staffing) for recruitment opportunities and joining the Yorkshire Asian Business Association.
- Work collaboratively with West Yorkshire Universities on this agenda to share best practice and run collaboratively hosted events, encouraging students to travel across the region.
- Increase BAME alumni profiles.
- Provide specific employability support and events for BAME students (e.g. trial an 'underrepresented networking event' with employers and BAME students).

Our strategic measures are embedded at all levels of the University, engaging across all academic and administrative support areas and overseen by our senior management, Executive and University Board. This is reinforced with a transparent governance structure delivered through our committee and executive groups. The measures will be reviewed on a quarterly basis to assess progress against target. However, it is noted that given the need to invest resources in new initiatives and evaluate their impact, we expect that progress to achieving our aims and objectives will be gradual over the first two years of this plan followed by acceleration for the remainder.

3.1 Whole provider strategic approach

The University's whole lifecycle approach aims to deploy the full range of University expertise to support students throughout their higher education journey from pre-applicants to alumni, regardless of their background. This plan follows this approach and the range of activities noted below is aimed at sustained high-quality provision through access, success and progression to make a lasting impact upon the community the University serves and address uneven patterns of participation in education to promote equality and diversity.

Student Recruitment and Outreach – The University has a dedicated team which is committed to a targeted and sustained approach to widening access, working with students in primary schools, secondary schools and colleges. As well as using our ongoing evaluation to target activity we regularly review our educational partnerships to ensure we are continuing to work with schools with high ratios of underrepresented groups. In addition to our work with secondary schools we have a focused pre-16 plan which reaches across the whole school journey with prescribed interventions such as the Children's University and HE awareness days. To further support our aim to encourage applications from BAME communities, we have refocused our marketing collateral so that it reflects the diversity of our student body and target student body by reviewing all content, images and case studies used to showcase our BAME students and staff. Our 2020 recruitment campaign is focused on four current undergraduate students, 50% of which are BAME students.

Learning and Teaching – The University's Learning, Teaching and Assessment Strategy seeks to support student achievement across all groups and to enable students to work in a way which allows them to showcase their strengths while achieving the learning outcomes of their programmes. At the time of writing, we are in the process of consulting on and writing a Learning, Teaching and Assessment Strategy to take us from 2020 to 2025. Two of the key themes are student engagement and attainment, and inclusion. Together, these themes will support and develop work to ensure that the education we provide allows students from all backgrounds to achieve to the very best of their abilities and address differences in outcomes for BAME students and those from low socio-economic backgrounds. Course teams will take ownership of the themes and shape their provision around them to best meet the needs of their own students. We will monitor progress of strategy development and evaluate initiatives linked to it through our annual programme reporting system and share best practice across teams.

Mental Health – In response to rising demand and reduced external provision, Leeds Trinity increased its counselling provision in September 2016. In addition, it has now subscribed to Big White Wall, a 24/7 online support service which offers clinically mediated peer to peer forums and self-guided strategies for many common mental health problems. In 2018/19 the University developed a new Mental Health and Well Being strategy and agreed an ambitious investment plan to increase the range and responsiveness of services to students with effect from 2019/20.

Employability strategy – This includes a blend of support and guidance that gives our graduates a head start in getting their first graduate job. Innovations include:

- Employers are involved in the development of our degrees through Participate in approval panels and through tutor consultancy with a range of employers.
- A focus on recruiting teaching staff with extensive professional experience in relevant areas.

- A dedicated Enterprise Centre to support enterprising students, with a larger number of our students undertaking accredited enterprise modules, extra-curricular enterprise activity or accessing support in creating a new business.
- A Jobshop to help students find part-time work.
- Embedded employability skills and two credit-bearing placement modules in all our standard three-year undergraduate degree courses.
- The opportunity to undertake a final-year consultancy-style project with an employer.
- Career support through dedicated advisors who offer valuable, impartial and confidential advice to prepare students for the world of work and life after university and match them to high quality graduate roles.
- Opportunities for students to have direct contact with employers throughout their degree at events such as Professional Development Week, In-Leeds Days, Employer Challenge Days, and student-employer networking events.

Professional Work Placements – Every standard three-year undergraduate degree course at Leeds Trinity includes compulsory professional work placements. Placement advisors tailor support to our students' needs and contact remains strong throughout the placement. This approach helps students to gain degree-relevant employment experience and develops contacts and future work opportunities that often lead to further placements or on-going opportunities. Data shows that over 60% of our students gain further work opportunities (paid and unpaid) through their credit-bearing placement.

Business engagement – Our work with employers is informed by national and regional demand, the latter through our close working relationship with the Leeds City Region (LCR) LEP, the LCR Skills Network and individual local authorities. We are also members of the Go Higher West Yorkshire Skills Group which has a remit to open education options to underrepresented groups, and we work alongside other regional HE providers to develop joint approaches to skills development and graduate employability. Through strategic partnerships we have developed several degree apprenticeships which seek to develop the potential of this route to support social mobility. A recent success in this area has been the awarding of the West Yorkshire Police Constable Degree Apprenticeship contract which will see the University delivering higher education to new recruits, as working in the police force moves to become a graduate entry profession.

Equality, Diversity and Inclusion strategy – The University is committed to advancing equality of opportunity and diversity in all aspects of its community life and work. The University's Equality and Diversity strategy was reviewed and refreshed in the autumn of 2018. The new strategy has at its heart an inclusive vision to create an enriched environment based on dignity and respect, in which diversity of culture, heritage and background is positively embraced at all levels and which helps all students and staff to thrive and to realise their full potential.

The Race Equality Charter (REC) Self-Assessment Team – This group has a specific remit to develop an institutional action plan which aims to eradicate the differences in outcomes (retention, achievement, graduate outcomes) that currently exist between BAME and non-BAME students. It is undertaking this work as part of a broader remit to address differential experiences for BAME staff and students at the University. The members of this group have undertaken extensive research to identify the reasons why some groups of students achieve poorer outcomes than other groups, which has been a key influence on other University strategies such as the redevelopment of the Learning, Teaching and Assessment Strategy. In summer 2019, the University will be applying for charter mark status which, if awarded, will demonstrate our commitment to race equality at every level of the University experience.

Supporting attainment within schools – The University recognises the many challenges facing schools (reduced resources, recruitment shortage and the need to raise attainment) and it is keen to draw on the skills and expertise of its staff to support schools with these challenges at a strategic level. The University

has plans to create a governance network to encourage staff members to become school governors. We will monitor our network's effectiveness in two ways: firstly, through improvements in the schools' Ofsted ratings; secondly, through school governance reports which will highlight the effectiveness of the scheme via the work individual governors have undertaken.

Regional partnership - We work strategically via Go Higher West Yorkshire (GHWY) to pool resources in support of common goals. GHWY brokers collaboration between providers of higher study and its theory of change is that if people, particularly those from underrepresented groups, can access information about the range of HE options available to them it will support them to enrol and succeed in HE. GHWY's strength is in delivering information and support to under-represented groups where they are and when they want it. This is delivered through an integrated programme of research, evaluation, long-term engagement with providers and schools, individual activities and community engagement. GHWY's short-term aim is the continuation of existing projects and understanding their impact. Longer term its aim is the development of those activities that have evidence of impact – both as a collaborative group and as individual organisations. GHWY will use a realist evaluation approach to evidence effectiveness.

As a GHWY National Collaborative Outreach Programme (NCOP) partner, we play an active role in NCOP governance and employ an NCOP Outreach Officer to ensure complementarity with outreach work in our institution. Our NCOP is supporting sustainability by delivering CPD to key influencers as a 'Train the Trainer' model. We are a signatory to the national Care Leaver Covenant and are working towards developing a Stand Alone pledge, with collaborative versions of each drawn together by GHWY to showcase our local offer and commitment.

3.2 Student consultation

Leeds Trinity Students' Union (LTSU) has a close partnership with the University in all areas. In a recent Quality Students' Unions (QSU) accreditation, it scored Excellent in the "Partnership" section and the work supporting the development of the APP is a good example of this. The President and Vice-President of the Students' Union are members of university committees which scrutinise University policy and have oversight of the APP. A further level of scrutiny is provided by the University's Academic Board (which also includes student representation) that all committees report into and is chaired by the Vice-Chancellor. At an operational level, to support the creation of this Plan, a working group was set up whose membership included Students' Union representatives.

LTSU strives to protect the interests of all students and it is in this regard that it views its engagement with the development and delivery of the APP. With respect to student input, the LTSU has a democratic structure and assembled a diverse group of engaged volunteers, drawn from a cross-section of the student body (including members of the Liberation groups BAME, Women's groups, Disabled and LGBT+) and members of its governing body - Student Council. The consensus was that the range of initiatives planned is a positive step and aligned with the Union's belief in offering educational opportunities for all.

The University and LTSU jointly recognises the critical importance of Access, Progression and Success work and the benefit of informed student engagement with its development, delivery and monitoring. Therefore, from September 2019, the University's Leadership Team (ULT), comprising of all Heads of Service and Academic School Heads, will take operational ownership of the Plan. To ensure the effective monitoring and delivery of the Plan several sub-groups will be created which will take responsibility for a specific element of the Plan, with a representative of LTSU being a member of each group. To further strengthen student engagement, LTSU's Student Council will ensure that student feedback influences the development and delivery of the Plan over the next five years.

3.3 Evaluation strategy

The Office for Students' evaluation self-assessment toolkit will be used to inform the University's evaluation practices. The University has submitted a completed toolkit alongside the Plan, which has highlighted that

implementation of evaluation requires the most work; however, programme design, evaluation design and learning from evaluation were all categorised as 'emerging'. The self-assessment toolkit will continue to be reviewed and updated as the University's evaluation practices develop.

One of the main causes of the ratings received in the self-assessment toolkit is the skill level of staff. The University will be investing in a training programme to upskill staff members in evaluation. The programme will be overseen and monitored by senior management. The University has now joined the Network for Evaluating and Researching University Participation Interventions (NERUPI) and will utilise the events and resources to train relevant staff members. A staff member from Student Recruitment and Outreach (SRO) team will be attending the NERUPI training event *Developing and Implementing your Evaluation Strategy – A Mixed Methods Approach* in September 2019. After this, internal workshops will be held to disseminate and train staff across the University. It is envisaged that the SRO Team will be trained by the end of November 2019, with training rolled out to those responsible for success and progression between January and April 2020.

To further strengthen the University's evaluation practices the NERUPI Framework will be used for new programme design and to assess current widening participation interventions. This will ensure that the evaluation and programme design are more strategically aligned, whilst improving monitoring and reflective practices (Hayton & Bengry-Howell, 2016). This will evolve the University's practice in all the categories in the self-assessment toolkit not labelled 'advanced'.

The University's main areas of evaluation focus for underrepresented groups are: financial support via the Leeds Trinity Bursary; activities to reduce the gap in participation from POLAR4 Quintile 1 and Quintile 5; activities to increase percentage of BAME and specifically black ethnicity students at the access stage; activities to increase attainment and reduce non-completion rates for BAME students; and activities to reduce the gap in progression to professional employment between white and BAME students.

An evaluation of the Leeds Trinity Bursary for students receiving the maximum amount of Maintenance Loan, has recently been undertaken using the Financial Support Evaluation Toolkit provided by the OfS. Several factors meant that this was not as effective as it should have been; the main factor being student engagement and the University's cohort size (less than the required number to make effective use of the OfS data analysis tool). A revised evaluation programme will now be completed over the next three academic years, using elements of the Toolkit provided, but taking onboard the learnings from the previous evaluation activity.

The Development Tool set out by Harrison *et al.* (2018) will also be used to inform evaluation design and progress the University's evaluation practices, particularly in relation to the Access targets above. A theory of change will be developed for each of the projects that will form the basis of the University's work towards its targets within this Plan. Both qualitative and quantitative data will be collected and evaluated at each stage, either at regular intervals or after each intervention, as appropriate, and collated for an overarching analysis.

The University has convened an APP Sub-Group with staff from across the University for the formation of this plan. This Sub-Group will continue to facilitate the sharing of the outcomes throughout the institution via Teaching and Learning groups and Leadership and Management groups to ensure that outcomes influence practice across the University.

The University is actively involved in several collaborative groups including: Go Higher West Yorkshire, West Yorkshire's NCOP; Northern Care Leaver Activities and Student Support (NorthCLASS), a collaboration of Northern universities; National Network for the Education of Care Leavers (NNECL); National Education Opportunities Network (NEON); and West Yorkshire Universities and Colleges. All these groups share best practice, with Go Higher West Yorkshire serving as an evaluation hub. Leeds Trinity University will continue its involvement in these groups, to ensure findings are shared externally as well as internally.

We will use learning from the GHWY NCOP by engaging in dissemination and considering how this relates to our work. We will consider if and how we can use the GHWY Progression Framework as part of ensuring our outreach work is evidence informed. As a multi-layer consortium, spanning a range of HE providers, there is the potential to bring together relevant data sources to evidence impact, as well as test interventions in a variety of HE settings. Evaluation expertise within the consortium can be utilised by all partners.

3.4 Monitoring progress against delivery of the plan

Monitoring of progress against targets is managed through the University's leadership and governance structures. The Leadership Team is responsible for delivering the University's APP and tracks institutional performance against targets. The plan is approved by the Leadership Team and by the Board of Governors who are ultimately responsible for the Plan. The Leadership Team and Board of Governors receive progress updates.

The University's leadership and governance structure allows for continuous monitoring of progress against targets of which those in this Plan are a part. At an operational level a sub-group, reporting into the Leadership Team, will meet regularly and review data regarding progress against targets. Each academic school will have a senior member of staff who will ensure delivery of targets and feed into the sub-group. Ultimate responsibility for monitoring of this Plan rests with the Vice-Chancellor.

The University has a well-developed partnership with the Students' Union (LTSU), with course representatives and sabbatical officers present on all major University committees and governing bodies. Through this structure, students will contribute to the programme design, evaluation of activities and monitoring of progress against targets.

Where targets are in danger of being missed, the sub-group will provide a narrative and form an action plan for addressing the situation. This will include statistical significance testing to ensure that, as a relatively small institution, we can ascertain which differences between paired characteristics are most important to address. In addition, this group will also co-ordinate evaluation activity to provide the University with the surety that detailed evaluation is a part of our programme of work and that outcomes inform future direction across the whole student life cycle.

The University is a core member of the GHWY Board and who will monitor progress of our partnership which receives updates and progress reports on a quarterly basis.

Provision of information to students

Leeds Trinity University appreciates how important it is that prospective students have all the relevant information about the fees a HEI will charge them, and that it is an important part of the consideration and selection process. Therefore, the University will ensure that information about tuition fees and the full aggregate tuition fee cost of a degree programme is clearly and prominently communicated through all key channels with prospective students. Examples of these communication channels include the prospectus and other collateral aimed at prospective students, the website, Open Days and at UCAS fairs. UCAS will also be supplied with information regarding fees.

Fee levels

Leeds Trinity University intends to charge the following fees for 2021/22 entry per annum:

- All full-time undergraduate entrant's tuition fees of £9,250
- Foundation Degree entrant's tuition fees of £5,000
- Part-time students above the basic fee of £4,625 but will not charge more than £6,935 in any academic year in line with the fee regulations.

Subject to agreement, the University may increase tuition fees annually in line with the most up to date Consumer Price Index (CPI) published by the Office for National Statistics. Fees may also be subject to change as a result of any government changes. The University's tuition fees and the full aggregate tuition

fee cost of degree programme is made know to applicants via the above-mentioned channels and in addition is documented in our Terms and Conditions.

Financial support

Leeds Trinity University offers a range of financial support to help eligible students while they study. The Leeds Trinity Bursary is £1,000 cash award, which is awarded in the second year of the course to all eligible students, with a household income of £25,000 or less. The bursary scheme is administered automatically, and students do not need to make a separate application.

As part of our commitment to supporting those who have experienced care, the University offers a Care Leaver Bursary of £1,000 per year for all our undergraduate honours courses. The qualify criteria for this and all our financial support packages can be found on our website

Conclusion

As an institution, we have always believed that education is a fundamental human right, regardless of background. We continue to make great strides in the widening of access, supporting progression and success of students from underrepresented backgrounds to higher education.

Appendix 1 – Variations to Access and Participation Plan, July 2022

The following work is being included in the Leeds Trinity Access and Participation Plan to cover academic year 2023-24. The work addresses **Priority B**: Develop, enhance and expand partnerships with schools and other local and national organisations, to help raise the pre-16 attainment of young people from underrepresented groups across England.

Activity 1: To provide tools and interactions to raise awareness of HE in schools in low participation neighbourhoods and confidence in pupils in navigating information about HE.

Key partnership schools will be provided with laptops to support with virtual teaching and information, advice and guidance (IAG). The schools taking part in the project will also take part in three HE interactions with Leeds Trinity University.

This project will run with seven schools initially and we will seek to understand how access to laptops and HE interactions develops awareness of opportunities and confidence in navigating information about HE pathways to consider how this activity might be further enhanced or expanded.

Activity 2: To enhance subject confidence in pupils undertaking GCSE English by providing enhancement sessions run by Leeds Trinity lecturers and students, thereby supporting work in schools to raise attainment.

These subject-level sessions will enhance the work already taking place in schools and support the development of confidence of students around the subject matter.

The scheme will run with one school in 2022-23 and, based on initial findings, will expand to six schools in 2023-24. We will seek to measure how additional sessions can develop confidence with subject matter and approaches to utilising content in exams, enhancing and adding value to work already taking place in schools.

Activity 3: To provide subject-level support for teachers in their work to improve education outcomes for pupils in primary science (Early Years and Later Years).

This project will provide CPD support for teachers, delivered in both schools and university settings, to develop their expertise and confidence in delivery of primary science to support good outcomes for pupils.

It will develop over three years, starting with 11 schools in the first year and is expected to increase to 50 schools by year 3. The project will review levels of confidence around the primary science curriculum pre and post CPD inputs and also review pupil outcomes in science to consider how working with teachers through this project might have impacted on pupil outcomes.

Activity 4: To provide subject-level support for teachers to engage in inclusive history curriculum development.

This project will provide CPD support for teachers to impact on their confidence, knowledge and understanding to develop and deliver an inclusive and contextually appropriate curriculum in history. It will work with teachers to produce a curriculum suited to the context of schools involved; produce resources and evaluate the impact of the project on teachers' confidence, knowledge and understanding and the impact on pupil outcomes for underrepresented groups.

Provider fee information 2022-23Provider name: Leeds Trinity University
Provider UKPRN: 10003863**Summary of 2022-23 course fees**

*course type not listed by the provider as available in 2022-23. This means that any such course delivered in 2022-23 would be subject to fees capped at the basic fee amount.

Table 1a - Full-time course fee levels for 2022-23 students

Full-time course type:	Additional information:	Cohort:	Course fee:
First degree	*	Fee applies to entrants/all students	£9,250
Foundation degree	*	Fee applies to entrants/all students	£5,000
Foundation year/Year 0	*	*	*
HNC/HND	*	*	*
CertHE/DipHE	*	*	*
Postgraduate ITT	*	Fee applies to entrants/all students	£9,250
Accelerated degree	*	*	*
Sandwich year	*	*	*
Erasmus and overseas study years	*	*	*
Other	*	*	*

Table 1b - Sub-contractual full-time course fee levels for 2022-23 students

Sub-contractual full-time course type:	Additional information:	Cohort:	Course fee:
First degree	Global Banking School Limited 10042500	Fee applies to entrants/all students	£9,250
First degree	LD Training Services Limited 10027803	Fee applies to entrants/all students	£9,250
First degree	UK Curriculum and Accreditation Body (UKCAB) 10043146	Fee applies to entrants/all students	£9,250
First degree	Waltham International College Limited 10029843	Fee applies to entrants/all students	£9,250
Foundation degree	*	*	*
Foundation year/Year 0	*	*	*
HNC/HND	*	*	*
CertHE/DipHE	*	*	*
Postgraduate ITT	*	*	*
Accelerated degree	*	*	*
Sandwich year	*	*	*
Erasmus and overseas study years	*	*	*
Other	*	*	*

Table 1c - Part-time course fee levels for 2022-23 students

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

Table 1d - Sub-contractual part-time course fee levels for 2022-23 students

Sub-contractual part-time course type:	Additional information:	Cohort:	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	*	*	*

Provider fee information 2021-22Provider name: Leeds Trinity University
Provider UKPRN: 10003863**Summary of 2021-22 course fees**

*course type not listed by the provider as available in 2021-22. This means that any such course delivered in 2021-22 would be subject to fees capped at the basic fee amount.

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

Full-time course type:	Additional information:	Cohort:	Course fee:
First degree	*	Fee applies to entrants/all students	£9,250
Foundation degree	*	Fee applies to entrants/all students	£5,000
Foundation year/Year 0	*	*	*
HNC/HND	*	*	*
CertHE/DipHE	*	*	*
Postgraduate ITT	*	Fee applies to entrants/all students	£9,250
Accelerated degree	*	*	*
Sandwich year	*	*	*
Erasmus and overseas study years	*	*	*
Other	*	*	*

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

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

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

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

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

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

Summary of 2020-21 entrant course fees

*Course type not listed by the provider as available to new entrants in 2020-21. This means that any such course delivered to new entrants in 2020-21 would be subject to fees capped at the basic fee amount.

Inflationary statement:

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

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

Full-time course type:	Additional information:	Course fee:
First degree	*	£9,250
Foundation degree	*	£5,000
Foundation year/Year 0	*	*
HNC/HND	*	*
CertHE/DipHE	*	*
Postgraduate ITT	*	£9,250
Accelerated degree	*	*
Sandwich year	*	*
Erasmus and overseas study years	*	*
Other	*	*

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

Sub-contractual 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	*	*

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

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

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

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

Targets and investment plan 2020-21 to 2024-25

Provider name: Leeds Trinity University

Provider UKPRN: 10003863

Investment summary

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

Note about the data:

The figures in Table 4a relate to all expenditure on activities and measures that support the ambitions set out in an access and participation plan, where they relate to access to higher education. The figures in Table 4b only relate to the expenditure on activities and measures that support the ambitions set out in an access and participation plan, where they relate to access to higher education which is funded by higher fee income. The OfS does not require providers to report on investment in success and progression and therefore investment in these areas is not represented.

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

Table 4a - Investment summary (£)

Access and participation plan investment summary (£)	Academic year				
	2020-21	2021-22	2022-23	2023-24	2024-25
Total access activity investment (£)	£950,000.00	£950,000.00	£950,000.00	£950,000.00	£950,000.00
Access (pre-16)	£20,000.00	£20,000.00	£20,000.00	£20,000.00	£20,000.00
Access (post-16)	£700,000.00	£700,000.00	£700,000.00	£700,000.00	£700,000.00
Access (adults and the community)	£140,000.00	£140,000.00	£140,000.00	£140,000.00	£140,000.00
Access (other)	£90,000.00	£90,000.00	£90,000.00	£90,000.00	£90,000.00
Financial support (£)	£500,000.00	£500,000.00	£500,000.00	£500,000.00	£500,000.00
Research and evaluation (£)	£30,000.00	£30,000.00	£30,000.00	£30,000.00	£30,000.00

Table 4b - Investment summary (HFI%)

Access and participation plan investment summary (%HFI)	Academic year				
	2020-21	2021-22	2022-23	2023-24	2024-25
Higher fee income (£HFI)	£8,175,250.00	£8,175,250.00	£8,175,250.00	£8,175,250.00	£8,175,250.00
Access investment	4.9%	4.9%	4.9%	4.9%	4.9%
Financial support	4.9%	4.9%	4.9%	4.9%	4.9%
Research and evaluation	0.4%	0.4%	0.4%	0.4%	0.4%
Total investment (as %HFI)	10.2%	10.2%	10.2%	10.2%	10.2%

Targets and investment plan 2020-21 to 2024-25

Provider name: Leeds Trinity University

Provider UKPRN: 10003863

Targets

Table 4a - Access

Aim (500 characters maximum)	Reference number	Target group	Description (500 characters maximum)	Is this target collaborative?	Data source	Baseline year	Baseline data	2020-21 milestones	2021-22 milestones	2022-23 milestones	2023-24 milestones	2024-25 milestones	Commentary on milestones/targets (500 characters maximum)
To reduce the gap in participation in HE for students from underrepresented groups, POLARQ1&2	PTA_1	Low Participation Neighbourhood (LPN)	Increase the recruitment of POLARQ1/2 students to 50% of new entrants increasing further the contribution of the University to recruitment from low participation areas.	No	The access and participation dataset	2017-18	40.5%	47.4%	48.4%	50%	50%	50%	The baseline level represents the proportion of new entrants from POLARQ1/2. The phasing of the milestones to a 50% proportion target is designed to allow planned investment in staffing and activity to be implemented and evaluated.
To reduce the gap in participation in HE for students from BAME ethnicities	PTA_2	Ethnicity	Eliminate the gap in the recruitment of BAME students that exists for the University relative to the regional proportion of BAME new entrants from a Yorkshire and Humber domicile.	No	The access and participation dataset	2017-18	2.8%	1.8%	1.0%	0.5%	0%	0%	The baseline gap is defined as the regional BAME proportion of 23.5% (2017/18, Source: HESA HEIDI Plus) compared to the University position of 20.7%. The target is designed to allow for the investment in a new post, working specifically with BAME communities on a pilot basis, to be evaluated and assess impact. If the post achieves its initial targets and subject to further approval of funding, we would expect to achieve our target earlier than forecast.
To reduce the gap in participation in HE for students from BAME ethnicities, specifically black ethnicity	PTA_3	Ethnicity	Eliminate the gap in the recruitment of Black ethnicity students that exists for the University relative to the regional proportion of Black ethnicity new entrants from a Yorkshire and Humber domicile.	No	The access and participation dataset	2017-18	1.9%	1.4%	1.0%	0.5%	0.25%	0%	The baseline gap is defined as the regional Black ethnicity proportion of 4.4% (2017/18, Source: HESA HEIDI Plus) compared to the University position of 2.5%. The target is designed to allow for the investment in a new post, working specifically with BAME communities on a pilot basis, to be evaluated and assess impact.
To provide tools and interactions to raise awareness of HE in schools in low participation neighbourhoods and confidence in navigating information about HE	PTA_4	Low Participation Neighbourhood (LPN)	Raising awareness of HE by providing key partnership schools with laptops to support with virtual teaching and IAG. The schools who take part in the project also take part in three HE interactions with Leeds Trinity University.	No	Other data source	2019-20	0	N/A	N/A	7	7	7	The project will run with 7 schools in low participation neighbourhoods from 2022-23 and we will seek to understand how access to laptops and HE interactions develops awareness of opportunities and confidence in navigating information about HE pathways in order to consider how this activity might be further expanded or enhanced.
To enhance subject confidence in pupils undertaking GCSE English by providing enhancement sessions run by LTU lecturers and students, thereby supporting work by schools to raise attainment.	PTA_5	Ethnicity	LTU lecturers and students will provide subject-level enhancement sessions in GCSE English to enhance the work already taking place in schools and to support the development of confidence of students around subject matter	No	Other data source	2019-20	0	N/A	N/A	1	6	6	This scheme will run in one school in 2022-23 and, based on initial findings, will expand to six schools in 2022-23. We will seek to measure how additional sessions can develop confidence with subject matter and approaches to utilising content in exams, enhancing and adding value to work already taking place in schools.

Table 4b - Success

Aim (500 characters maximum)	Reference number	Target group	Description (500 characters maximum)	Is this target collaborative?	Data source	Baseline year	Baseline data	2020-21 milestones	2021-22 milestones	2022-23 milestones	2023-24 milestones	2024-25 milestones	Commentary on milestones/targets (500 characters maximum)
To reduce the attainment gap for students from BAME ethnicities	PTS_1	Ethnicity	Eliminate the attainment gap (proportion of degree awards that are 1st and 2:1 classification) between BAME and White ethnicity students.	No	The access and participation dataset	2017-18	3.9%	3%	2%	1%	0%	0%	Due to size of BAME cohort (approx 200 students) we expect that the gap will be eliminated before the end of the plan.
To reduce the attainment gap for students from low socio-economic groups	PTS_2	Socio-economic	Eliminate the attainment gap (proportion of degree awards that are 1st and 2:1 classification) between IMD1/2 and IMD3/4/5 students.	No	The access and participation dataset	2017-18	8.2%	7%	6%	4%	2%	0%	Curriculum change and other planned activities e.g., optional modules will not come into force in until 2019, thus attainment gap would not be narrowed until 2022.
To provide subject-expert support for teachers in their work to improve the educational outcomes for school pupils in primary science - Early years and Later Years	PTS_3	Multiple	Provide CPD support for teachers, delivered in both school and university settings, to develop their expertise and confidence in delivery of primary science to support good outcomes for pupils.	Yes	Other data source		N/A	N/A	N/A	11	25	50	This project will develop over three years, starting with 11 schools in the first year and increase to 50 schools by year 3. The project will review levels of confidence around the primary science curriculum pre and post CPD inputs and also review pupil outcomes in science, and how the project has impacted upon pupil outcomes.
To provide subject level support for teachers to engage in inclusive history curriculum development. This will, in turn, impact upon the educational outcomes for pupils in the history curriculum at Primary and secondary phases level and especially those from underrepresented groups..	PTS_4	Multiple	Provide CPD support for teachers to impact on their confidence, knowledge and understanding to develop and deliver an inclusive and contextually appropriate curriculum in history. This will be addressed by working with teachers to construct a framework of curriculum development, produce a curriculum suited to the schools' contexts, and then produce resources and evaluate the impact of the project on teachers confidence, knowledge and understanding, and the impact on pupil outcomes for underrepresented groups.	Yes	Other data source		N/A	N/A	N/A	Stage 1: Ethical Framework Stage 2: Sharing Pathways	Stage 3: Creating and delivering Resources	Evaluation	3 stage approach to inclusive curriculum design. Stage 1: Ethical Frameworks. Construct a framework to design/deliver a curriculum to align with policy developments (DFE). Stage 2: Sharing Pathways. To design and publish model curricula. Stage 3: To produce resources and disseminate. Evaluation will examine the impact on teachers' confidence/ability to deliver inclusive content and improvement in outcomes for pupils from underrepresented groups, in comparison with pre-intervention measures.

Table 4c - Progression

Aim (500 characters maximum)	Reference number	Target group	Description (500 characters maximum)	Is this target collaborative?	Data source	Baseline year	Baseline data	2020-21 milestones	2021-22 milestones	2022-23 milestones	2023-24 milestones	2024-25 milestones	Commentary on milestones/targets (500 characters maximum)
To reduce the progression gap of BAME students relative to other groups	PTP_1	Ethnicity	Eliminate the progression gap for BAME students relative to white ethnic group.	No	The access and participation dataset	2016-17	17.6%	10%	5%	2%	1%	0%	Initiatives to support closing the progression gap will come into being in 2019/20 academic years and as such we are confident that a positive impact will be felt sooner in this area.