# 2019-20 access and participation plan monitoring

# Provider impact report

This impact report summarises the progress made by Leeds Trinity University against targets, objectives and written commitments set out in its 2019-20 access and participation plan. This document is a summary of information submitted by the provider to the OfS. This document is a self-report by the provider only and does not indicate any OfS assessment of compliance.

## 1. Ambition and strategy

Leeds Trinity University's ambition and strategy as detailed in the 2019-20 access and participation plan:

For 19-20, Leeds Trinity University set out an ambition and strategy which put supporting students from disadvantaged backgrounds at its heart, with a focus on addressing inequalities and outcomes. Our work has been shaped to ensure a clear path and framework of support from our first point of contact with partner organisations and groups, through recruitment, transition and support through studies, with a clear aim of connecting with and understanding our applicants and students and their journey into and through higher education.

In terms of access, the University set out to enhance work with schools, colleges and community groups to ensure partnerships were sustainable and framed appropriately to support aspiration, attainment and access to higher education. Our work has had a particular focus on BAME communities and mature learners. It has been shaped around a commitment to support success but our strategy has clearly recognised that supporting success does not begin at the point of application to study at LTU; rather it needs to be built from foundations which include help to underpin success at GCSE and A Level and which make the whole entry and transition to university life accessible not just for applicants but also their families.

We described how work around student success and progression would focus on improving performance levels for BAME students and reducing the gap for these students relative to the rest of the student population and providing support for students from underrepresented groups to improve retention and, ultimately, achievement.

We also sought to support schools at a strategic level through our staff members being involved in governing bodies, although since the original APP was submitted our work in this regard has evolved significantly through a more strategic involvement with multi-academy trusts, including being founding members of Leeds Learning Alliance, members of the Blessed Christopher Wharton Multi-Academy Trust, the Bishop Konstant Catholic Academy Trust and the Aireborough Learning Partnership Trust, work which connects senior members of the University Leadership Team to a significant range of schools.

## 2. Self-assessment of targets

The tables that follow provide a self-assessment by Leeds Trinity University of progress against the targets approved in its 2019-20 access and participation plan.

Please note the tables contain only a summary of target milestones approved in 2019-20 access and participation plans. Full information can be found in **Table 8a – statistical targets and milestones** and **Table 8b – Other milestones and targets** of Leeds Trinity University's 2019-20 access and participation plan.

Any optional commentary provided against the targets is given in Annex B.

**Statistical targets and milestones**

| Reference Number (lifecycle stage) | Description | Baseline year | Baseline data | 2018-19 milestone | 2019-20 milestone | Units of target | Comparison year | Actual performance in comparison year | Target self-assessment |
|---|---|---|---|---|---|---|---|---|---|
| T16a_01 (Access) | % students from SECs 4, 5, 6, 7 | 2013-14 | 41.4% | 41.7% | 41.8% | Percentage | 2019-20 | 44.6 | Expected progress |
| T16a_02 (Access) | % students from state schools | 2013-14 | 98.9% | 97% | 97% | Percentage | 2019-20 | 98.3 | Expected progress |
| T16a_03 (Access) | % Student recruited from low participation neighbourhoods | 2013-14 | 20.5% | 20.8% | 20.9% | Percentage | 2019-20 | 19.7 | Limited progress |
| T16a_04 (Access) | % mature students form low participation neighbourhoods | 2013-14 | 24.6% | 25% | 25% | Percentage | 2019-20 | 17.9 | Limited progress |
| T16a_05 (Student success) | % student non continuation in HE after year 1 | 2012-13 | 11.4% | 8% | 8% | Percentage | 2018-19 | 11 | Limited progress |
| T16a_06 (Progression) | % likelyhood of UG student achieving a degree | 2012-13 | 76.6% | 79.5% | 80% | Percentage | 2018-19 | 75.3 | Limited progress |
| T16a_07 (Progression) | % of full-time leavers in work or further study | 2012-13 | 94.1% | 94% | 94% | Percentage | 2017-18 | 96.1 | Expected progress |
| T16a_08 (Other/Multiple stages) | % of full-time UG students in receipt of DSA | 2013-14 | 5.9% | 6.7% | 6.9% | Percentage | 2019-20 | 4.9 | Limited progress |

| T16a_09 (Access) | The University commits itself to creating a governance network with our aim being to have in post 24 staff governors in schools where there is a high proportion of disadvantaged students and low participation in higher education. We will monitor our networks effectiveness in two ways.  Firstly, through improvements in the schools Ofsted rating, specifically, where there has been an improvement in the rating.  Secondly, through school governance reports which will highlight the effectiveness of our scheme via the work individual governors have undertaken. | 2018-19 | 0 | 5 | 15 | Other | 2019-20 | 5 | Limited progress |
|---|---|---|---|---|---|---|---|---|---|

**Other milestones and targets**

| Reference Number (lifecycle stage) | Description | Baseline year | Baseline data | 2018-19 milestone | 2019-20 milestone | Units of target | Comparison year | Actual performance in comparison year | Target self-assessment |
|---|---|---|---|---|---|---|---|---|---|
| T16b_01 (Access) | To further increase the scale of intervention with targetted schools and colleges | 2012-13 | 227 | 350 | 355 | Other | 2019-20 | 205 | Limited progress |
| T16b_02 (Access) | To further develop the programme of formal partnership arrangements with target WP schools and colleges | 2012-13 | 33 | 54 | 56 | Other | 2019-20 | 54 | Limited progress |
| T16b_03 (Access) | To develop the Leeds Children's University | 2012-13 | 0 | 30 | 35 | Other | 2019-20 | 19 | No progress |
| T16b_04 (Access) | Working in collaboration with partners, including HE providers, HEART will engage learners from areas and regions with low participation rates in sustained engagement. | 2015-16 | 116 | 131 | 136 | Other | 2019-20 | 146 | Expected progress |
| T16b_05 (Access) | The young people in public care and care leavers with sustained engagement in activity via Go Higher West Yorkshire will increase in confidence | 2015-16 | 83 | 90 | 90 | Percentage points | 2019-20 | 90 | Expected progress |
| T16b_06 (Access) | Working in collobration with partners, including HE providers, Go Higher West Yorkshire will engage learners from areas and regions with low participation rates in sustained engagment. | 2015-16 | 47 | 110 | 120 | Other | 2019-20 | 123 | Expected progress |

## 3. Investment commitments

### 3.1.    Access and participation investment for the last audited year

Please note that some differences in predicted vs actual spend may be due to reporting differences between academic and financial years.

| Financial year | 2019-20 | | |
|---|---|---|---|
| | Predicted spend (£) | Actual spend (£) | Difference (ppt) |
| Access investment | £400,000.00 | £1,217,000.00 | 204% |
| Financial Support | £500,000.00 | £624,000.00 | 25% |

## 4. Action plan

Where progress was less than expected Leeds Trinity University has made the following commitments to increase the rate of progress against their targets.

| Reference Number | Steps that will be taken in the future to make expected progress against target |
|---|---|
| T16a_03 | The University will seek to enhance the activity of recruiting students from low participation neighbourhoods utilising targeted outreach activity.  This will be through proactive working with schools and collaborative outreach programmes and partnerships. |

| | |
|---|---|
| T16a_04 | Our Foundation Degree (FD) and Professional Practice (PP) programmes traditionally attract mainly mature learners. In order to increase recruitment to these programmes we actioned the following:<br>o Improved content on external website so more relevant to the audience<br>o Ran Virtual Open Evenings just for FD and PP<br>o Sequential (and event) comms for all enquirers/applicants<br>o Ongoing social media campaign promoting our FD and PP provision/events<br>o Utilising profiles on webpages, campaigns and profiles on the Alumni web pages<br><br>• Result of the above – compared to this time last year (as of 12.04.21)<br>o 75% up on FD applications<br>o 100% up on firms – 12 FD firms compared to 6 this time last year<br>o All these applications are from mature learners<br><br>• Upcoming: Potential Adult Learners Week tie in for June 2021<br><br>• Upcoming: Review campaign in the summer and explore ways to improve on activity next year. |
| T16a_05 | Improving continuation levels is a key priority for the University.  We will utilise the improved and more expedient intelligence provided from Learning Analytics introduction to enhance the deployment of our student support services for students at risk of non-continuation. |
| T16a_06 | Improving completion levels is a key priority for the University.  We will utilise the improved and more expedient intelligence provided from Learning Analytics introduction to enhance the deployment of our student support services for students at risk of non-completion. |
| T16a_08 | The University will undertake further review of whether any particular drivers of the lower performance in 2019/20 can be identified. |
| T16a_09 | We will continue to work at senior and strategic level with mutli-academy trusts to provide support and influence to regional primary and secondary education. |
| T16b_01 | The University will seek to enhance the activity through a blended approach of outreach going forward (both physical and virtual delivery) which will have a wider reach and proposed, sustained work with widening participation cohorts to ensure they can access the activity both physically and virtually. |
| T16b_02 | Through the use of "Data filter" and allocated caseloads the University will seek to meet and exceed the partnerships with schools and colleges. |
| T16b_03 | We are finalising a development plan for 2021 and beyond which will a) expand the rech of the Children's University b) will embrace blended delivery c) will engage community partners |

## 5. Confirmation

Leeds Trinity University confirms that:

| Student engagement | |
| --- | --- |
| Have you worked with your students to help them complete the access and participation plan monitoring student submission? | |
| Yes | |
| Have you engaged with your student body in the design, evaluation, and monitoring of the plan? | |
| Yes | |
| **Verification and sign off** | |
| Leeds Trinity University has confirmed that the information included in this impact report is accurate, that it has been compiled in line with OfS guidance, and that it is being submitted on behalf of the governing body of the provider. | |
| Yes | |
| **Accountable officer sign off** | |
| Name | Professor Malcolm Todd |
| Position | Deputy Vice-Chancellor |

## Annex A: Commentary on progress against targets

Leeds Trinity University's commentary where progress against targets was less than expected.

| Target reference number: T16a_03 |
| --- |
| How have you met the commitments in your plan related to this target? |
| The University is narrowly behind target for the comparison year, this equates to recruiting 10 students below target from low participation neighbourhoods. |
| Have you taken any additional steps other than that detailed in the plan to reach the selected milestone? |
| The University through "Datafilter" and the use of IMD data has targeted schools and colleges with high ratios of pupils from low participation neighbourhoods.  The Student Recruitment and Outreach Team have delivered virtual events with targeted schools and colleges to raise awareness of the benefits of Higher Education. |

| Target reference number: T16a_04 |
| --- |
| How have you met the commitments in your plan related to this target? |
| There is a relatively large gap of 7.1% to the original milstone target for the comparison year however the University is only 0.8% behind the HESA Location Adjusted Benchmark for 2019/20. |
| Have you taken any additional steps other than that detailed in the plan to reach the selected milestone? |
| The University has recently appointment a Community Outreach Officer to work across the Bradford District.  This project will enable the University to reach out beyond traditional school and college networks to a new audiences including mature learners from low participation neighbourhoods. |

| Target reference number: T16a_05 |
| --- |
| How have you met the commitments in your plan related to this target? |
| The University is 3% behind the milestone target for the comparison year.  Performance is closer for young entrants (1.1% behind target and 0.2% behind HESA benchmark for the year).  Overall performance has a larger gap driven by mature students. |
| Have you taken any additional steps other than that detailed in the plan to reach the selected milestone? |
| The University is piloting a Learning Analytics system to improve the tracking of student engagement and further enhance the early support provided to students who may be less engaged and at risk of non-continuation. |

| Target reference number: T16a_06 |
| --- |

| How have you met the commitments in your plan related to this target? |
|---|
| The University is behind the milestone target for the comparison year by 4.2% however we note that performance is much closer to the HESA benchmark for the year being 0.9% behind. |

| Have you taken any additional steps other than that detailed in the plan to reach the selected milestone? |
|---|
| The University is piloting a Learning Analytics system to improve the tracking of student engagement and further enhance the early support provided to students who may be less engaged and at risk of non-completion. |

| Target reference number: T16a_08 |
|---|

| How have you met the commitments in your plan related to this target? |
|---|
| Performance has been on target in the previous 2 entry years, however has fallen behind target and also the HESA benchmark for this indicator for 2019/20. |

| Have you taken any additional steps other than that detailed in the plan to reach the selected milestone? |
|---|
| No. |

| Target reference number: T16a_09 |
|---|

| How have you met the commitments in your plan related to this target? |
|---|
| As a result of our investigation in 2018-19, our work in this area has evolved to focus around a commitment to strategic involvement with multi-academy trusts. We are founding partners of the Leeds Learning Alliance (involves 16 other educational partners) and have two members of staff as directors). We have a senior member of staff as a trustee of the Aireborough Learning Partnership Trust (15 other educational partners); a senior member of staff as a trustee of Blessed Christopher Wharton Academy Trust (15 schools) and a senior member of staff as trustee of the Bishop Konstate Catholic Academy Trust (15 schools). This senior-level involvement allows at strategic and networked approach to support a significant number of schools and educational organisations. |

| Have you taken any additional steps other than that detailed in the plan to reach the selected milestone? |
|---|
| Our focus has evolved to a commitment to strategic involvement with multi-academy trusts as described in column V. |

| Target reference number: T16b_01 |
|---|

| How have you met the commitments in your plan related to this target? |
|---|
| Due to the COVID-19 pandemic and the cancellation of planned activity with schools and colleges the University was not able to meet the expected target for 201920. |

| Have you taken any additional steps other than that detailed in the plan to reach the selected milestone? |
|---|
| The Student Recruitment and Outreach Team has been working to deliver virtual activity with schools and colleges.  This includes the development of virtual Subject Focus Day events. |

| Target reference number: T16b_02 |
|---|
| How have you met the commitments in your plan related to this target? |
| Due to the COVID-19 pandemic and the limited interactions with schools and colleges the University has not increased the number of partnerships it has.  We have focused on strengthening and consolidating existing partnerships during this challenging time. |
| Have you taken any additional steps other than that detailed in the plan to reach the selected milestone? |
| The Student Recruitment and Outreach Team now have allocated caseloads with target schools and colleges.  This will allow the team to target key schools and colleges and increase partnerships. |

| Target reference number: T16b_03 |
|---|
| How have you met the commitments in your plan related to this target? |
| The onset of the COVID-19 pandemic meant that the University had to reassess the approach to the Children's University.  The key element of the Children's University is bringing primary school pupils onto campus which has not been possible. |
| Have you taken any additional steps other than that detailed in the plan to reach the selected milestone? |
| The Student Recruitment and Outreach Team have submitted a proposal to rehouse the Children's University with an organisation which has greater geographical reach across the Leeds City Region. |

## Annex B: Optional commentary on targets

Leeds Trinity University's commentary on any of the targets listed in .

| Reference Number | Optional commentary |
|---|---|
| | |
| T16a_01 | |
| T16a_02 | |
| T16a_03 | |
| T16a_04 | |
| T16a_05 | |
| T16a_06 | |
| T16a_07 | |
| T16a_08 | |
| T16a_09 | The actual performance figure provided represents the number of senior staff working strategically with multi-academy trusts.  This is representing performance in respect of the evolved focus described. |
| T16b_01 | |
| T16b_02 | |
| T16b_03 | |
| T16b_04 | Figures reported are those confirmed as 'sustained engagement' with no risk of double-counting. |
| T16b_05 | As in previous years. This percentage represents where data has been able to be collected |
| T16b_06 | |