# 2019-20 access and participation plan monitoring

# Provider impact report

This impact report summarises the progress made by The University of Leicester 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

The University of Leicester's ambition and strategy as detailed in the 2019-20 access and participation plan:

> The Education Committee, chaired by the Pro-Vice-Chancellor (Education), governs the University's strategic approach. The institution is also in the process of re-aligning its professional services resources to create a strategic Education Services function reporting directly to the Academic Registrar and charged with coordinating the University's APP commitments across the full breadth of the enquirer, applicant and student lifecycle. Through this refreshed approach, the University will ensure delivery of a holistic approach, which embraces continuous improvement of performance in supporting underrepresented groups, in particular the priority target groups detailed in our Strategic Goals.

Sitting above the core quantitative target measures, the strategic goals set out below were established to ensure long-term direction and coordination of our work. There are twelve strategic goals across the areas of access, success and progression.

The strategic goals for Access are as follows:

• To continuously improve our performance against the HESA Widening Participation Access targets above our baseline each year, to be above benchmark in five years, specifically for Low Participation Neighbourhood (LPN) and mature students.

• To narrow the gap year-on-year in our offer rate for LPN and BAME students.

• To strategically review and continuously refresh scholarship/bursary provision to ensure it continues to support the students from underrepresented groups who need it the most, especially in the case of students who fall into multiple underrepresented groups, such as mature students from low household incomes.

• To continuously review and realign the University's schools engagement strategy in accordance with socio-economic and demographic changes to ensure partnership schools provision is targeted at schools with high numbers of students from underrepresented groups, specifically LPN and mature students.

The University's strategic goals for student success are:

• To continuously improve our performance against the HESA non-continuation targets above our baseline each year, to be above benchmark in five years for disabled, mature and LPN students (in particular white and Asian LPN students).

• To gain a positive TEF flag for non-continuation in the core metric for full-time students and no negative flags in the split metrics, and maintain positive TEF flags for part-time students.

• To achieve a rank position in our benchmark group, which is top three across all underrepresented groups for attainment rates, focusing in particular on black, mature and disabled students.

• To remove any disparity in the rate of engagement with core aspects of the learning environment (i.e. lectures, assignment submissions, library use) between underrepresented groups and the general student population, across all under-represented groups.

The University's strategic goals for student progression are as follows:

• To ensure that 95% of our graduates are in employment or further study and, more specifically, 80% of our graduates are in highly skilled employment or graduate level further study, across all student groups, but with a focus on BAME students (particularly male BAME students from lower socio-economic groups) and disabled students.

• To return no negative TEF flags with regard to the graduate outcomes of students, and achieve positive flags for the split metrics relating to mature, ethnic minority and disabled students and students from low participation neighbourhoods.

• To ensure that a minimum of 66% of our students complete the Leicester Award by the end of their first year, and that 66% of our finalist students have completed a piece of significant experience by the time they graduate, in particular with the proportion of BAME, disabled, LPN and mature students meeting or exceeding these goals.

• To strive to ensure that five years after graduation there is no gap in earnings between young and mature students and LPN students earn as much as their University of Leicester peers

## 2. Self-assessment of targets

The tables that follow provide a self-assessment by The University of Leicester 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 The University of Leicester'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) | We will recruit the expected numbers of state educated students as defined by the HESA WP Performance Indicators. | 2013-14 | 88.7 | 90 | 90 | Percentage | 2019-20 | 90.9 | Expected progress |
| T16a_02 (Access) | We will recruit the expected numbers of young students from low participation neighbourhoods as defined by the HESA WP Performance Indicators. | 2013-14 | 8.3 | 10 | 10 | Percentage | 2019-20 | 10.1 | Expected progress |
| T16a_03 (Access) | We look to increase the proportion of our students that are mature as measured by the HESA WP Performance Indicators | 2013-14 | 8.7 | 10 | 10 | Percentage | 2019-20 | 9.4 | Limited progress |
| T16a_04 (Access) | We will recruit the expected numbers of mature students from low participation neighbourhoods as defined by the HESA WP Performance Indicators. | 2013-14 | 9.2 | 11 | 11 | Percentage | 2019-20 | 9.2 | No progress |
| T16a_05 (Student success) | We will retain the expected numbers of young students as defined by the HESA WP Performance Indicators. | 2012-13 | 4 | 3 | 3 | Percentage | 2019-20 | 3.1 | Limited progress |
| T16a_06 (Student success) | We will work towards retaining the expected numbers of mature students as defined by the HESA WP Performance Indicators. | 2012-13 | 10.4 | 10 | 10 | Percentage | 2019-20 | 10.3 | Limited progress |
| T16a_07 (Student success) | We will retain the expected numbers of young students from low participation neighbourhoopds | 2012-13 | 2.5 | 2 | 2 | Percentage | 2019-20 | 2.9 | No progress |

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | as defined by the HESA WP Performance Indicators. | | | | | | | | |
| T16a_08 (Student success) | We will work towards retaining the expected numbers of mature students from low participation neighbourhoopds as defined by the HESA WP Performance Indicators. | 2012-13 | 11.9 | 11 | 11 | Percentage | 2019-20 | 15.1 | No progress |
| T16a_09 (Student success) | We look to increase the proportion fo our students that are mature as measured by the HESA WP Performance Indicators | 2012-13 | 11.4 | 13 | 13 | Percentage | 2019-20 | 9.5 | No progress |
| T16a_10 (Access) | Proportion of first degree students who self-declare a disability | 2013-14 | 8.6 7.5 7.5 | 9 | 9 | Percentage | 2019-20 | 13.8 | Expected progress |
| T16a_11 (Student success) | Postgraduate ITT: Completion / Non-continuation Retain high completion rates | 2009-10 2010-11 2011-12 2012-13 2013-14 | 89 89 96 91 | 91-96 | 91-96 | Percentage | 2019-20 | 97.2 | Expected 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) | Series of collaborative events/initiatives organised in conjunction with De Montfort, Leicester and Loughborough Universities as part of the Leicestershire REACH partnership. | 2014-15 | 5 | 12 | 15 | Other | 2019-20 | 8 | Limited progress |
| T16b_02 (Access) | Realising Opportunities Targets for progression of RO participants to a research intensive university | N/A | 35% | 38% | 39% | Percentage | 2019-20 | 52 | Expected progress |
| T16b_03 (Access) | Realising Opportunities Targets for progression of RO participants to an RO Partner  university | N/A | 25% | 25% | 25% | Percentage | 2019-20 | 38 | Expected progress |
| T16b_04 (Access) | Realising Opportunities - number of participants the University of Leicester | Other (please give details in Description column) | 56 | 55 | 55 | Headcount | 2019-20 | 83 | Expected progress |
| T16b_05 (Access) | Number of Summer School beneficiaries | 2010-11 | 55 | 100 | 100 | Headcount | 2019-20 | 375 | Expected progress |
| T16b_06 (Access) | Number of Primary School Campus Visits | Other (please give details in Description column) | 10 | 10 | 10 | Other | 2019-20 | 2 | No progress |
| T16b_07 (Access) | Number of Primary School beneficiaries | Other (please give details in Description column) | 360 | 400 | 400 | Headcount | 2019-20 | 100 | No progress |
| T16b_08 (Access) | Number of student beneficiaries at aspiration and attainment raising activities in/with 11-16 schools. | Other (please give details in Description column) | 2000 | 4,500 | 5000 | Headcount | 2019-20 | 3320 | Limited progress |

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| T16b_09 (Access) | Number of aspiration and attainment raising activities in/with 11-16 schools | Other (please give details in Description column) | 36 | 90 | 95 | Other | 2019-20 | 83 | Limited progress |
| T16b_10 (Access) | Number of aspiration and attainment raising activities in/with 16-18 schools | Other (please give details in Description column) | 20 | 40 | 40 | Other | 2019-20 | 128 | Expected progress |
| T16b_11 (Access) | Number of student beneficiaries at aspiration and attainment raising activities in/with 16-18 schools | Other (please give details in Description column) | 500 | 1000 | 1000 | Headcount | 2019-20 | 3051 | Expected progress |
| T16b_12 (Access) | Number of aspiration or attainment raising activities focused at Mature Students currently studying at the University of Leicester | Other (please give details in Description column) | 3 | 3 | 3 | Other | 2019-20 | 44 | Expected progress |
| T16b_13 (Access) | Number of Access to HE students engaged with by the University of Leicester | Other (please give details in Description column) | 10 | 16 | 16 | Headcount | 2019-20 | 152 | Expected progress |
| T16b_14 (Access) | Number of participants on the Leicester Enhanced Access Programme | 2014-15 | 39 | 75 | 75 | Headcount | 2019-20 | 42 | Limited progress |
| T16b_15 (Access) | Percentage of LEAP Participants progressing to the University of Leicester | 2015-16 | 22.5% | 26% | 27% | Percentage | 2019-20 | 10 | No progress |
| T16b_16 (Access) | Number of beneficaries from activities that are targeted towards Looked After Children or those who support them. | 2013-14 | 51 | 50 | 50 | Headcount | 2019-20 | 12 | No progress |
| T16b_17 (Access) | N/A | Other (please give details in Description column) | N/A | N/A | N/A | N/A (see description / commentary) | 2019-20 | 0 | Expected progress |

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| T16b_18 (Access) | Number of students placed in local schools through Students in Classrooms | Other (please give details in Description column) | 95 | N/A | N/A | N/A (see description / commentary) | 2019-20 | 0 | Expected progress |
| T16b_19 (Access) | Number of hours students spent in local schools through Students in Classrooms | Other (please give details in Description column) | 3462 | N/A | N/A | N/A (see description / commentary) | 2019-20 | 0 | Expected progress |
| T16b_20 (Access) | Number of school activities delivered by student volunteers | 2015-16 | 15 | 25 | 25 | Other | 2019-20 | 44 | Expected progress |
| T16b_21 (Access) | Number of student volunteers trained to go into schools | 2015-16 | 50 | 100 | 100 | Other | 2019-20 | 15 | No progress |
| T16b_22 (Progression) | Number of Work PGT scholarships offered to the cohort of the OnTrack programme | Other (please give details in Description column) | 5 | 10 | 12 | Other | 2019-20 | 29 | 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 | £2,580,000.00 | £1,611,000.00 | -38% |
| Financial Support | £3,869,550.00 | £4,195,000.00 | 8% |

## 4. Action plan

Where progress was less than expected The University of Leicester 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 | Conduct call campaign earlier in the applicant journey to have greater impact on conversion. Run additional mature learner outreach sessions to drive engagement |
| T16a_04 | Conduct call campaign earlier in the applicant journey to have greater impact on conversion. Run additional mature learner outreach sessions to drive engagement |
| T16a_05 | We are commited to the activities detailed in our 2020-25 APP and will evaluate and review these regularly. |
| T16a_06 | We are commited to the activities detailed in our 2020-25 APP and will evaluate and review these regularly. |
| T16a_07 | We are commited to the activities detailed in our 2020-25 APP and will evaluate and review these regularly. |
| T16a_08 | We are commited to the activities detailed in our 2020-25 APP and will evaluate and review these regularly. |
| T16a_09 | We are commited to the activities detailed in our 2020-25 APP and will evaluate and review these regularly. |

| T16b_01 | Phase three funding of UniConnect will provide the oppotunity for our collaborative working to continue within Leicestershire. |
|---|---|
| T16b_06 | Look at facilitating larger Primary events on campus to facilitate hgher number of schools able to attend on one day |
| T16b_07 | Look at facilitating larger Primary events on campus to facilitate hgher number of schools able to attend on one day |
| T16b_08 | Ensure all pre-recorded and live engagement is recorded in HEAT to assess the reach of synchronous and asycnhronour activity |
| T16b_09 | Ensure all pre-recorded and live engagement is recorded in HEAT to assess the reach of synchronous and asycnhronour activity |
| T16b_14 | We have a large expansion in the provision of in-school recruitment talks delivered in Autumn 2019 which resulted in record application levels from targeted schools. This will continue in future. |
| T16b_15 | We have increased our UCAT provision for AL:Med students, as this is the area a number of them were struggling with in previous years, hence not making it to interview stage. We have also guaranteed access to our digital summer schools in 2020 for all AL:Med students. We have included new activities at our summer school to enhance confidence building and a sense of belonging at a university/specifically at Leicester with the aim that we see improved application/progression as a result. Thw new AL:Maths programme will lead to contextual offers to other related STEM subjects for participants. The aim is that this will broaden the appeal of Leicester and should yield an increase in applications/progression. All AccessLeicester participants that have applied to UoL are automatically invited to our new suite of pre-entry activities (HeadStart) designed to improve confidence, belonging and study skills, and are also included in our conversion call campaign to contextual offer holders. |
| T16b_16 | We've actively created a pre-entry Care Leaver engagement plan and appointed two leads within the UK Recruitment and Outreach team. We are working with Pathways (UniConnect) to support Care Leaver engagement through impartial communication channels and ambassador support. We have created a recorded Q&A with a Care Leaver for online distribution.<br>We have increased dialogue with the local city and county council, attending the quarterly Dedicated Persons (DP) Forum to meet with the local virtual school networks and other local FE/HE providers. We have joined NNECL (National Network for the Education of Care Leavers) to support team training and seek to achieve the NNECL Quality Mark when open to applications. We are currently working with the virtual schools and university accommodation to put in place an accommodation offer for Care Leavers returning from other universities to Leicestershire, this is in direct response to one of the challenges that the virtual schools were faced with. We intend the pilot to commence Summer 2021 with the future plan to involve national UniConnect programmes to broaden the scheme if successful. |
| T16b_21 | Students are being recruited as UG mentors to support a new Maths Outreach scheme as well as New College Leicester with mentoring for Year 10s. These are students are on specific modules across different degrees at Leicester |

## 5. Confirmation

The University of Leicester 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** |
| The University of Leicester 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 Nishan Canagarajah |
| Position | Vice Chancellor |

## Annex A: Commentary on progress against targets

The University of Leicester'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? |
| Although we have not met the target, we have maintained our current level for the previous 2 years. In 2017/18 we at 6.9% and have seen an increase of 2.5% since then. 9.4% represents the highest point for this measure in the past 5 years (since 2015/16 when it was 8.75). |
| Have you taken any additional steps other than that detailed in the plan to reach the selected milestone? |
| Engaged mature learners with call campaign in May 2020 to discuss transition to HE, concerns and how we could support |

| Target reference number: T16a_04 |
|---|
| How have you met the commitments in your plan related to this target? |
| We have not met our benchmark (11.8%) however the difference between our actual performance and HESA benchmark is not statistically significant (a gap of 2.6%). |
| Have you taken any additional steps other than that detailed in the plan to reach the selected milestone? |
| Engaged mature learners with call campaign in May 2020 to discuss transition to HE, concerns and how we could support |

| Target reference number: T16a_05 |
|---|
| How have you met the commitments in your plan related to this target? |
| Although we have not met the target (3%), we have seen a decrease in non-continuation over the past 4 years (2015-16 we were at 5.9%), entry in 2018/19 was the lowest point in the 5 year trend (and we are now performing nearly 2% below our benchmark. |
| Have you taken any additional steps other than that detailed in the plan to reach the selected milestone? |
| No |

| Target reference number: T16a_06 |
|---|
| How have you met the commitments in your plan related to this target? |
| Although we have not met target (10%), we have achieved our HESA benchmark (10.3%). This is the first time we have met our benchmark in the past 5 years. |

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

| Target reference number: T16a_07 |
|---|
| How have you met the commitments in your plan related to this target? |
| In 2015/16 our non-continuation rate for this group of students was 10%, since then we have reduced this by 7% and are outperforming our HESA benchmark (5.7%). |
| Have you taken any additional steps other than that detailed in the plan to reach the selected milestone? |
| No |

| Target reference number: T16a_08 |
|---|
| How have you met the commitments in your plan related to this target? |
| Our non-continuation rate for this group of students has declined by 5.4% since 2014/15 (20.5-15.1%). Although we miss our benchmark (13.2%) by 1.9% this is not statistically significant. |
| 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? |
| We have maintained the proportion of students from this group for a second year and this is an increase of over 2% on the 2017/18 proportion (7.3%). We currently sit in the bottom quintile of the sector and are looking to improve this position through the commitments made in our 2020-25 APP. |
| Have you taken any additional steps other than that detailed in the plan to reach the selected milestone? |
| No |

| Target reference number: T16b_01 |
|---|
| How have you met the commitments in your plan related to this target? |

No. REACH activities did not take place in 2019-20. Collaborative activity between UoL, DMU and Loughborough was primarily delivered via Pathways (UniConnect)

Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?

These activities have been drawn into the remit of our UniConnect programme (Pathways)

**Target reference number: T16b_06**

How have you met the commitments in your plan related to this target?

Coronavirus impact meant the number of Primary visits to campus did not meet projected levels in 2019-20.

Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?

New Primary school targeting has been conducted to look at facilitating future visits in 2021-22 academic year/when COVID-19 restrictions permit.

**Target reference number: T16b_07**

How have you met the commitments in your plan related to this target?

Coronavirus impact meant the number of Primary visits to campus did not meet projected levels in 2019-20.

Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?

New Primary school targeting has been conducted to look at facilitating future visits in 2021-22 academic year/when COVID-19 restrictions permit.

**Target reference number: T16b_08**

How have you met the commitments in your plan related to this target?

Were easily on track fo meet the participant target before the closure of schools in March 2020. 11-16 school engagement suffered dramatically for the remainder of the academic year

Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?

New Pre-16 school targeting has been conducted as well as a broader suite of on-demand content fo rthe audience to engage with rather than a reliance on live, in-person delivery

**Target reference number: T16b_09**

How have you met the commitments in your plan related to this target?

Were easily on track fo meet the 100 target before the closure of schools in March 2020. 11-16 school engagement suffered dramatically for the remainder of the academic year

**Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?**

New Pre-16 school targeting has been conducted as well as a broader suite of on-demand content fo rthe audience to engage with rather than a reliance on live, in-person delivery

**Target reference number: T16b_14**

How have you met the commitments in your plan related to this target?

Due to the discontinuation of the LEAP Programme in 2019/20 we have not met this target. The 42 participants refer to the MedLEAP strand which was the remaining strand of the LEAP programme in 2019/20.

**Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?**

LEAP has been replaced by the AccessLeicester Programme which began recruiting in 2020/21. This programme comprises several subject specific approaches, currently AL: Medicine and AL: Maths (began 2020/21). Additional strands/subjects will be added in future years with the first priority being STEM subjects.

**Target reference number: T16b_15**

How have you met the commitments in your plan related to this target?

Although we did not achieve this target, we did receive applications from 46% of the LEAP cohort for 2019/20 entry.

**Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?**

We have increased our UCAT provision for AL:Med students, as this is the area a number of them were struggling with in previous years, hence not making it to interview stage. We have also guaranteed access to our digital summer schools in 2020 for all AL:Med students. We have included new activities at our summer school to enhance confidence building and a sense of belonging at a university/specifically at Leicester with the aim that we see improved application/progression as a result. Thw new AL:Maths programme will lead to contextual offers to other related STEM subjects for participants. The aim is that this will broaden the appeal of Leicester and should yield an increase in applications/progression. All AccessLeicester participants that have applied to UoL are automatically invited to our new suite of pre-entry activities (HeadStart) designed to improve confidence, belonging and study skills, and are also included in our conversion call campaign to contextual offer holders.

**Target reference number: T16b_16**

How have you met the commitments in your plan related to this target?

We have not achieved this target

| Have you taken any additional steps other than that detailed in the plan to reach the selected milestone? |
|---|
| We have implemented several measures to achieve this target in the future. These are detailed in cell X84. |

| Target reference number: T16b_21 |
|---|
| How have you met the commitments in your plan related to this target? |
| No. Coronavirus has resulted in no recruitment rounds of new student ambassadors in either Spring or Autumn 2020. |
| Have you taken any additional steps other than that detailed in the plan to reach the selected milestone? |
| Students have been utilised to support sessions for schools delivered online throughout the pandemic |

## Annex B: Optional commentary on targets

The University of Leicester's commentary on any of the targets listed in Section 2.

| Reference Number | Optional commentary |
|---|---|
| | |
| T16a_01 | |
| T16a_02 | |
| T16a_03 | There is no HESA benchmark for this target. |
| T16a_04 | |
| T16a_05 | |
| T16a_06 | |
| T16a_07 | |
| T16a_08 | This population is mature full time first deree home domicile entrants with no HE experience - there is no LPN criteria, this is an error in the description (column G) |
| T16a_09 | This is an access target, not student success (error in column D). There is no HESA benchmark for this measure. |
| T16a_10 | |
| T16a_11 | |
| T16b_01 | |
| T16b_02 | |
| T16b_03 | |
| T16b_04 | |
| T16b_05 | |
| T16b_06 | |
| T16b_07 | |
| T16b_08 | |
| T16b_09 | |
| T16b_10 | |
| T16b_11 | |
| T16b_12 | |
| T16b_13 | |
| T16b_14 | |

| T16b_15 | |
|---------|---|
| T16b_16 | |
| T16b_17 | This programme has been discontinued |
| T16b_18 | This programme has been discontinued |
| T16b_19 | This programme has been discontinued |
| T16b_20 | |
| T16b_21 | |
| T16b_22 | |