

## **Loughborough University Access and Participation Plan for 2019/20**

**(July 2018)**

### **Background and context**

Two of the four fundamental principles behind Loughborough University's mission are:

- To provide a high quality, comprehensive educational experience that prepares our graduates for their future lives and the global workplace
- To influence the economic and social development of individuals, businesses, the professions and communities

With these principles in mind, we want all of our students to reach their full potential regardless of their background before joining the University. We are committed to ensuring that finance and other aspects of disadvantage do not present barriers to admission to Loughborough or the success and progression of those studying with us.

Over the last decade the Loughborough student experience has been consistently rated as the best in the country in the THE Best Student Experience Survey. Our excellent NSS results and student retention records are also testament to the satisfaction of our students with their university experience.

Many of our undergraduate degree programmes have been developed in partnership with employers and every single one offers the opportunity to complete a placement year or period of study abroad, enabling students to further develop their employability skills. As a result, our graduate employment rate has been consistently strong.

The nature of our undergraduate portfolio means that prior knowledge in certain subjects, e.g. mathematics or sciences, is often required for admission. This, combined with the University's location, has resulted in an undergraduate student body that is predominately full-time, the majority of whom are young and living away from home. Consequently, one of the University's main challenges is widening access to Loughborough to students from disadvantaged backgrounds.

## 1. Fees, student numbers and fee income

We plan to charge the following annual fees for full-time UK/EU entrants in 2019/20:

Full-time undergraduate programmes (including Foundation Studies)	£9,250
Study abroad (taken as Part B, C or D)	15% of the full-time undergraduate fee (ie £1,385 in 2019/20)
Sandwich placement (Part I)	20% of the full-time undergraduate fee (ie £1,850 in 2019/20)
Full-time ITT (PGCE) programmes	£9,250
Part-time undergraduate programmes (students may not take more than 75% load in a single year)	£9,250 pro rata to the credit load undertaken up to a maximum of £6,935

The above fees may be increased for all relevant students in line with any government approved inflation factor.

Details of the number of students expected to pay these fees and therefore the fee income above the basic fee cap are provided in the Resource Plan.

## 2. Access, student success and progression performance

In preparing this Access and Participation Plan, the University has undertaken a review of its widening participation performance from an access, student success and progression perspective. In doing so we have drawn on internal analysis and research findings as well as data from UCAS, HESA and the TEF.

Performance across the student lifecycle against 2016/17 HESA Performance Indicators is outlined in the table below together with a commentary summarising our performance over time (2006-2016).

<b>HESA PIs 2016/17</b> (tables 1, 3, 7)	% state schools and colleges	% young entrants from LPNs	% mature entrants from LPNs and no exp. of HE	% non-continuation – young entrants from LPNs	% non-continuation – mature entrants no exp. of HE	% students in receipt of DSA
<b>England</b>	90.0	11.4	12.1	6.4	11.8	6.8
<b>Loughborough University</b>	84.1	6.8	6.2	0.9	14.7	8.4
<b>Location adj benchmark</b>	85.3	8.3	12.8	5.9	14.6	5.8
<b>Diff from benchmark</b>	-1.2	-1.5	-6.6	-5.0	0.1	+2.6

## **Access**

Since 2006/07 we have seen small variations in our intake of students from state schools and colleges but it has remained reasonably steady, fluctuating between 82-83%. For the first time, this percentage has risen to a high of 84.1%. Our intake remains below benchmark but is not statistically significant. We continue to monitor this area and expect our focus on access initiatives and work with the NCOP to improve performance further over time.

Our intake of students from LPNs was consistent with last year (6.8% in 2015/16). This maintains our highest intake of students from LPNs over the period monitored (since 2006/07). Our intake remains below benchmark but not statistically significant, and the gap between our performance and the benchmark has reduced to 1.5%. The University introduced more challenging targets in this area in the 2017/18 Access Agreement that support moving closer to the benchmark more quickly.

Mature students make up around 3% of the total undergraduate population and therefore figures relating to mature students who are also from LPNs are subject to variation due to the very small numbers. Performance has ranged from 15% to 6% and remains below benchmark although is not statistically significant.

BAME students represent 16% of participants on our access initiatives, and we are closely monitoring the progression of this, and other, widening participation groups to Loughborough through the UCAS equality reports that look at application and offer rates.

The proportion of students admitted that are in receipt of DSA at Loughborough had been steadily increasing since 2006/07. Our performance remains well above our benchmark. Monitoring of our admissions data also identifies sustained growth in the numbers of students declaring a disability. The changes recently introduced to the DSA are likely to have an impact on the University's performance in the HESA PI and the ways in which the level of need of disabled students is monitored within the University will be kept under review.

It is pleasing to see that the number of looked after children participating in access initiatives has increased from 7 in 2015-16 to 62 in 2017-18. Unfortunately, robust analysis of this group's success or rate of progression is not possible due to the small number of care leavers registered at the University although we will continue to seek ways to assess our performance in this area.

## **Success**

Our student retention has been strong throughout the ten-year period for both young and mature students. The most recent performance for non-continuation of young students from LPNs following year of entry in 2015/16 of 0.9% is the lowest figure recorded in the period since 2010/11. This remains significantly better than the benchmark of 5.9%. It is also important to note that the number of Loughborough students from LPNs falling into this category is very small (often less than 10). The small numbers involved therefore exaggerates the percentage change. Nevertheless, the year-on-year changes have been noted by the University's Equality and Diversity Working Group and will continue to be monitored closely with actions taken to address non-continuation rates if required. With the exception of 2010/11, our non-continuation rate for this group has also been consistently better than the benchmark since 2007/08.

For mature students with no previous experience of HE, our non-continuation rate appears variable due to the small numbers involved, ranging from 6.5% to 13.1%. It is also acknowledged that mature non-continuation is higher than that seen for young students. Further work to understand the reasons for this gap is planned and consideration will be given to actions that might contribute to a reduction moving forward. Nevertheless, the University's performance had been consistently better than the benchmark throughout the period since 2010/11 and the 2016/17 non-continuation rate was similar to the benchmark.

The University is not complacent about its performance in this area and continues to monitor and explore factors affecting other aspects of student success, such as degree outcomes and student satisfaction. As outlined on page 12, our internal data analysis around student attainment was inconclusive for LPN status, parent education and disability. However, BAME students were found to be less likely to receive an upper degree when controlling for other characteristics, including tariff on entry. Due to the small numbers involved we have not included mature as a factor in the regression analysis. The analysis will continue to run annually and any emerging trends identifying and investigated.

In terms of the student satisfaction there appear to be no significant disparity in satisfaction levels amongst those completing the NSS by either ethnicity or gender, and performance against the 'teaching on my course' TEF metric is above the benchmark when analysing the data by LPN, gender, age, ethnicity and disability.

### ***Progression***

A statistical regression analysis of our student DLHE data previously carried out identified that the predominant factors in determining positive graduate outcomes were degree classifications, undertaking a placement year, followed by academic School at the University, and school background prior to university. This analysis will be repeated when the most recent DLHE data is published and findings along with any associated action will be reported in our next Access and Participation Plan. Given that the data collection process and timescales for the DLHE survey are likely to change for 2017/18 graduates onwards, the way in which this analysis is conducted going forward will be reviewed.

Analysis of TEF data shows that students from LPNs, mature students and those with a disability all perform above their respective sector level benchmarks in terms of progression into highly skilled employment. The employability of BAME students is below the rates seen by their white peers and as outlined on page 13 a series of interventions have been introduced to address the discrepancy.

### **3. Expenditure on additional access, student success and progression**

Analysis of our historical performance in terms of widening participation and supporting students from under-represented groups, has led us to conclude that we should work towards spending 30% of our fee income above the basic fee cap on access, student support and progression measures (including financial support) by 2020-21.

How we propose to distribute this Access and Participation Plan spend across the relevant expenditure categories has taken into account our current performance. A summary is provided below with more detail given in Table 5 of the Resource Plan.

Access and Participation Plan expenditure	2019-20	
	Expenditure	% of HFI
Access	£2,597,600	7.6
Student success	£1,286,494	3.8
Progression	£698,376	2.1
Financial support	£5,272,685	15.0
<b>Total</b>	<b>£9,855,155</b>	<b>29</b>

Alongside the activities outlined below, the University has established a limited resource for special initiatives brought forward over the life of this Plan. This will enable the University to be responsive, investing in initiatives which meet our strategic priorities and, based on evidence from our monitoring and evaluation work, are likely to be most effective in terms of meeting the University's milestones. These strategic funds have been split across access, student success and progression categories within our expenditure forecast for the purposes of our submission. Changes to our strategic priorities may, however, lead to a different split being implemented.

In addition to the Access and Participation Plan countable expenditure noted above and the Student Premium funding documented in the Resource Plan, the University forecasts it will invest a further £700,000 in access initiatives between January 2017 and July 2019 in conjunction with the National Collaborative Outreach Programme.

#### 4. Access measures

##### 4.1 Approach to fair access

Fair access work at Loughborough is delivered through a partnership between the Student Recruitment, Marketing and Admissions section, academic Schools, the Sport Development Centre and Loughborough Students' Union.

Our access work focuses on the following aspects:

- General achievement, attainment and aspiration-raising work with Years 7 to 13
- Information, advice and guidance on subject choice and progression opportunities for young people in schools and colleges, particularly in Years 10 to 13
- Fair access work with Years 12 and 13, including the use of contextual data

This work is predominantly focussed within the East Midlands region and the University is fully committed to working collaboratively with other institutions in the area through a number of established partnerships (see sections 4.2 and 4.3).

We are also engaged in the provision of information, advice and guidance (IAG) through a suite of activities and online resources offered to state schools and colleges across the country. The establishment of stronger links between target schools/colleges and individual members of the School and College Liaison Team are enabling the University to increase the scale and reach of its activity.

The University is a member of the National Education Opportunities Network (NEON) and Higher Education Liaison Officers Association (HELOA) which enables further collaborative links,

professional development opportunities and the sharing of best practice around the most current widening participation issues.

#### **4.2 Collaborative outreach**

Loughborough University has operated in partnership with the Universities of Leicester and De Montfort in the area of widening participation since 1999 through what is now known as the REACH Partnership. Loughborough supports the work of REACH through staff pay and the organisation of a series of interventions for local students, as well as jointly funding a Partnership Co-ordinator post (based at University of Leicester) with the other two HEIs.

The REACH Partnership subscribes to EMWPREP monitoring and evaluation database services (see 4.3 below) to measure the collective impact of this work. The Partnership aims for at least 66% of participants to be from the cohort lists provided by EMWPREP and also regularly monitors the consent form return rates for activities provided.

Through the Partnership, Loughborough and the two other HEIs offer a menu of interventions for local schools/colleges. An independently-hosted website showcases information on these activities. Recent interventions offered by Loughborough have included Year 9 HE Experience Days, sports visits and in-school presentations on making GCSE choices and personal statement writing. In partnership with the University's Sport Development Centre, we continue to use our unique reputation and facilities for sport to promote the attractiveness of higher education.

Given the recognised impact of employing a sustained programme of complementary activities rather than one-off interventions, we have included a set of milestones in our Resource Plan aimed at increasing the number of schools and colleges for whom we provide three or more activities through both the REACH Partnership and our own institutional work.

The REACH Partnership successfully bid for National Collaborative Outreach Programme (NCOP) funding in conjunction with the Northamptonshire Aspire Partnership. For the purposes of NCOP the two Partnerships work together under the consortium name Pathways.

NCOP funds are being used to finance a number of fixed-term posts that support all four institutions to run a series of taster events (residential and non-residential), offer GCSE English and Mathematics mentoring, and create an interactive website containing innovative information, advice and guidance resources. NCOP interventions have a particular focus on attainment, showcasing routes into Higher Education, and addressing government agendas relating to social mobility and females entering STEM careers.

Given the stringent targeting criteria associated with NCOP (quintile one students only), the University plans to complement this work by offering additional activity for students in other WP groups (e.g. looked after children and young carers) both as an individual institution and in collaboration with the other REACH partners (see 4.4, 4.5 and 4.6 below).

#### **4.3 Monitoring and evaluation**

Loughborough is the host institution for the East Midlands Widening Participation Research and Evaluation Partnership (EMWPREP). This Partnership was first established in 2011 post-Aim Higher and now comprises 37 members (ten full HEI partners; three half HEI partners; four NCOPs; and 20 colleges providing HE).

EMWPREP provides a monitoring and evaluation service for the access work delivered by each member institution. A Partnership agreement is in place that will ensure this service is maintained until at least July 2021. The agreement funds four members of staff who are based and line managed within the Market Research, Evaluation and Policy Team at Loughborough University.

Targeting criteria, including LPN and Fischer Family Trust data, have been agreed to enable the development of cohort lists. EMWPREP also provides school profile data bi-annually to enable partners to ascertain which schools and colleges members should be working with. Interim and end of year reports for individual institutions and the EMWPREP Partnership as a whole provide vital data to members on their access activities and the profile of participants. The reports include breakdowns of participants by gender, ethnicity and disability status. Consequently, the Partnership is essential to the on-going refinement of our access provision and targeting, as well as providing a forum for the identification and sharing of good practice between members.

Now that the EMWPREP database has been in operation for a number of years and contains sufficient data, the Partnership are beginning to track the HE progression rates of participants using HESA data. The most recent analysis has shown that 43% of students from quintiles 1 or 2 who participated in Loughborough University access/recruitment activities between 2006/07 and 2014/15 students have entered HE aged 18 or 19, compared with 58% of students from quintiles 3-5. As a next step, the Partnership intends to undertake more in-depth analysis into the types and number of interventions that have the most impact to inform future practice.

Through the services provided as part of the University's EMWPREP membership, the University continues to fuzzy match our own undergraduate admissions data with data on participants of Loughborough events who are 'HE ready'. This exercise provides more detailed insight into the 'admissions journey' of students from under-represented groups who apply to Loughborough and will allow us to refine the support and recruitment initiatives we have in place to increase the conversion rates of WP students.

#### **4.4 Target groups**

In making an impact with traditionally hard to reach groups, the University feels a collaborative approach is the most effective. Loughborough has a long track record of collaborative work with De Montfort and Leicester Universities on activities for Looked After Children. For example, the HE Experience Summer School for care leavers has been running since 2006 and has drawn participants from Nottinghamshire, Lincolnshire, Derbyshire, Shropshire, Northamptonshire, as well as Leicester and Leicestershire.

In our 2017/18 Access Agreement, the University introduced a new collaborative milestone with the other REACH Partnership members based on offering more joint initiatives. These have been predominantly aimed at students from specific target groups including BAME students, young carers, mature students, white British males, students with disabilities (including learning differences) and refugees/asylum seekers. The EMWPREP database is being utilised to monitor and track the impact of these activities over time.

The University is proactively maintaining links with organisations and interest groups such as the refugee support charity BACA to ensure we remain in touch with best practice and relevant initiatives. We continue to support the Fostering Network by hosting their biannual Roadshow event

for fosterers and social workers, as well as providing a session on supporting young people in care towards HE.

In addition the School and College Liaison Team have developed a suite of videos and webpages featuring students from under-represented groups such as care leavers, mature students and young carers, with a view to encouraging inclusivity.

The University also has links with the Learning and Work Institute and Barnardo's, and is represented on groups within Leicestershire county and Leicester city that consider the local support for young carers. These relationships provide an opportunity to work with local schools, colleges and organisations to shape the support offered to this group of young people across Leicestershire. The University successfully ran an event aimed at young carers for the first time in July 2017. The intention is that this will continue to be organised on an annual basis and will complement the Kids Camps run for young carers by Loughborough Students' Union.

The University continues to analyse its student ethnicity data via HESA on an annual basis to enable us to benchmark our performance nationally and against peer institutions. Currently this group is not significantly under-represented at Loughborough in comparison with females from LPNs. However this monitoring will allow us to introduce appropriate targets or additional initiatives if required and track performance over time.

The University's Student Ambassadors play a vital role in delivering our outreach activities and providing peer influence. This area is overseen by a dedicated Student Ambassador Coordinator. We have a team of over 120 ambassadors and approximately one fifth are from quintile 1 and 2 postcode areas (POLAR4). We have made a concerted effort to attract and recruit students to the ambassador scheme by giving additional consideration to those who are from under-represented groups including BAME students, those who have declared a disability, mature students and care leavers.

Loughborough's undergraduate portfolio is comprised of entirely full-time programmes, mainly of a non-vocational nature. In addition, the fact that we are not located in a city means the University does not typically attract mature students. Despite these significant challenges, we have retained our milestone relating to mature student intake in recognition of the fact that they remain an OfS target group and continue to offer an enhanced package of financial support for mature students. A member of our School and College Liaison Team has prospective mature student liaison as a defined responsibility within their remit and in the admissions process, mature students are automatically flagged within the Electronic Admissions System and given additional consideration.

In the past, the University has attempted to address the mature student intake issue in ways beyond the aforementioned. Examples include hosting dedicated mature student open day events and more recently, we attempted to offer free study skills workshops to prospective mature students. However, the uptake for all such activities was extremely low, despite investing significant staff resource and promotional effort. From these experiences, we have concluded that whilst investment in this area should be sustained, additional resource in this direction may not be effective due to the challenges we face in appealing to the mature student market. We believe focussing on improving the intake of young LPN students at Loughborough is likely to yield much better results for the widening participation agenda.

#### **4.5 Attainment-raising and sponsorship**

As part of our commitment to raising attainment in schools and colleges, the University offers a range of subject-focused activities with this objective in mind. This includes a 'Girls into STEM' residential event, a free 'subject in a box' teaching resource aimed at GCSE students, a series of 'Inspiring Minds' subject specific days and an 'Engineering Experience' residential for sixth form students. In addition Loughborough sponsors a university spin out company, RLC Labs, to provide free of charge chemical testing to A-Level and BTEC science students and school science clubs, as a way of supporting excellence in science education.

Following a recent review of existing attainment-raising activities and learning support provided across the University, we believe that Loughborough is well placed to focus on attainment-raising in mathematics and develop a programme offering a range of discipline-specific support aimed at WP students, schools and their teachers.

Our existing activities include the Loughborough Students' Union's 'Number Partners' initiative. This involves working with primary schools within Loughborough and the surrounding area to support under-achieving school children with mathematics.

In addition, the University has been providing schools and colleges across the UK with free AS and A-Level maths revision resources in the form of our 'mathscard' since 2002. Mathscard is available in the form of both a printed fold out card and smartphone app and contains A-Level pure maths formulae. In 2016/17, over 40,000 cards were delivered free of charge to over 550 different schools and there were over 6,000 smartphone downloads. The card was developed in conjunction with the University's Mathematics Education Centre and is designed to support A-Level maths revision. A review of content is underway given recent curriculum reforms.

The University's Mathematics Education Centre (MEC) has an international reputation for research and practice in teaching and learning mathematics. In recognition of this expertise, Loughborough has recently been successful in a HEFCE Catalyst Fund bid, relating to a project which is developing transitional support for BTEC students entering HE in conjunction with a number of partner institutions. Findings and successful support interventions developed through this project will be made available to all students, as well as those holding BTEC qualifications.

Building on our current strengths in mathematics education, the University is currently considering how best to coordinate Loughborough's support for learning in the discipline of mathematics in schools in Loughborough, the East Midlands, and more broadly in the UK. We will seek to work with local partners, potentially including Loughborough College. It is our intention to align our activities to recommendations emanating from Sir Adrian Smith's report into mathematics provision.

As well as aligning with institutional expertise and experience, this focus on mathematics complements the attainment raising strands of the activities that the University will be supporting through the NCOP Pathways consortium (see section 4.2). A key intervention included within the NCOP operational plan is GCSE English and Mathematics mentoring for Year 10 and Year 12 students who are working towards or resitting one or both subjects.

Building on this work, members of the REACH Partnership have committed further resource (in the form of student mentors) to support a similar intervention coordinated locally by the Education Improvement Partnership (EIP). This will involve the provision of mentoring linked to the

mathematics discipline to support Year 10 students living in Leicester city centre.

Using the experience gained from these collaborative mentoring initiatives, the University launched its own mentoring event in 2017/18. Current student mentors have led a series of maths revision sessions for Year 11 students from WP backgrounds. Our Resource Plan includes a target relating to the number of hours of mentoring that will be delivered through these sessions to demonstrate our commitment to raising attainment in this area. The new target addresses the gap in support that we currently offer and aligns well with our existing activity. If successful we will look to grow the scheme in subsequent years to incorporate English mentoring.

In this initial pilot year, a total of 24 students, identified as at the level 5/6 borderline, benefited from the initiative. From the feedback received we are confident that the sessions were a valuable intervention ahead of GCSE examinations. Once available the actual GCSE performance of participants will be reviewed to determine the impact and although we appreciate that a number of elements will contribute to improvements in performance. We intend to report on this as part of future Access and Participation Plans.

#### **4.6 Fair access work with Years 12 and 13**

The use of contextual data is fully embedded into Loughborough's admissions process. Systems have been established to automatically flag applications from students who are from LPNs, mature, care leavers or who have declared a disability, and to monitor the decisions made on them, including where some form of concessionary offer has been applied. Use of contextual data is integrated within our UG Admissions Tutor training sessions and promoted at our Admissions Tutors Forum meetings. We are currently reviewing the types of data used when making contextual offers and considering if we should employ multiple measures of disadvantaged to ensure we are widening access to HE appropriately.

The University includes targets within our Plan relating to the number of applications and offers from students from LPNs. New monitoring and reporting systems have been introduced within the last two years to ensure we effectively track progress towards targets and raise awareness of our performance in this area across the University.

One of the challenges of using contextual data drawn out of consultation with colleagues was confidence in accurately assessing the potential of students who do not meet standard entry requirements. In response to this, the University has developed a process to compare the academic performance of students made concessionary offers with those made standard offers to identify if there are any issues in this area.

For those students without the necessary academic background for direct entry to the first-year of our undergraduate programmes in science, engineering and social science disciplines, we offer a successful Foundation Studies programme. This programme, together with our Art and Design Foundation Course, are particularly attractive to mature learners returning to study and those from other under-represented groups and therefore have an important role to play in our widening participation work.

Whilst the University is making progress towards achieving its targets, attracting WP students to Loughborough continues to be challenging. Recent research into our CRM enquirer data has identified that just 9% of our total enquirers in 2015 and 2016 were from quintile 1 postcode areas

(POLAR3). The rate of conversion from enquirer to applicant of quintile 1 students was also lower than those from higher quintile areas. In response a suite of digital marketing activity has been developed to support students, as well as their parents, through the application journey.

Conversion rates post-application for LPN and other disadvantaged students are closely monitored on a fortnightly basis. The latest admission data for this cycle highlights that the C:CF conversion rate for LPN students is higher than the institutional average (26.1% vs 24.6%). Where possible, LPN students who have not met the entry requirements for the programme applied for will be given additional consideration in terms of concessions and/or change course offers at Confirmation.

## **5. Student success and progression**

### **5.1 Student support initiatives**

We feel the University's strong track record for student retention is a result of the ongoing investment in student support services, both academic and pastoral, as well as our close partnership working with the Students' Union. We will monitor closely non-continuation rates as the access initiatives outlined above roll forward, and adjust the support services we offer as our student profile changes.

Following a comprehensive review of the academic guidance provided to students, a set of principles are in place in relation to academic and professional development support. Adherence with these principles continues to be monitored on a regular cycle by the Learning and Teaching Committee through the University's Annual Programme Review and Quadrennial Review processes.

The University operates a lecture capture system which enables academic staff to record a teaching session and make the recording available for students to view online through our virtual learning environment. A revised policy in this area was agreed in 2017 and new streamlined technology has been rolled out during the 2017/18 academic year. Data on student use of the new system is being monitored closely, and to date has shown that usage is greater amongst those students with a disability.

All students continue to have a minimum of two scheduled face-to-face meetings each year with their personal academic tutor to ensure that appropriate advice and support are provided, student problems and concerns are quickly identified, and causes of student withdrawal are minimised.

In light of the attainment gaps noted amongst certain student groups, a number of initiatives are being taken forward as part of the University's Digital Strategy for Learning and Teaching. This includes developments to core student information systems to improve their integration and the user experience. While new voting/feedback tools, together with Digital Registers, will provide opportunities for further enhancement of student engagement in the classroom. These initiatives will take place alongside further developments to our learning analytics capability which will see the provision of appropriate 'dashboards' to ensure that Loughborough is well placed to support student success across all widening participation groups.

Further investment is also planned in the University's personal development programme. This will enable a significant expansion of the current provision and the development of more resources to

help students assess their skills and reflect on their strengths and areas for development. We believe this approach will disproportionately benefit those students who are not able to access external support mechanisms.

Other support measures currently in place include:

- Additional mathematics support with specialist expertise to support those with dyslexia or dyscalculia
- Additional academic language and writing skills support
- Support linked to the transition to University
- Peer mentoring scheme for first year students to aid retention
- Initiatives to support the retention of trainee teachers on our PGCE programme

The University has recently streamlined procedures associated with making reasonable adjustments for students with a disability and, in response to an increase in numbers, is in the process of reviewing the way that referrals for support (including mental-health-related referrals) are managed within the institution. In addition, the introduction of Study Support Tutors is planned for the forthcoming academic year.

We recognise the need to coordinate centrally-driven approaches to supporting students from disadvantaged backgrounds with our academic Schools who are interacting with them on a daily basis. The University has invested in four new Well-being Advisers who are line managed by Student Services but located within academic Schools. The Advisers provide students with guidance, advice and support on well-being issues and refer on to appropriate professional services for more specialist support where required. This pastoral/welfare support will complement the guidance provided through the University's system of personal academic tutoring.

## **5.2 Student attainment**

The University has developed a statistical regression analysis model with the aim of determining which factors, if any, impact on student success when other variables are controlled for. This analysis has been run each year using HESA data for students graduating between 2012/13-2016/17 and the intention is that it will continue to be undertaken annually moving forward.

The following variables have been included in the analysis: ethnicity, gender, NS-SEC, LPN status, disability status, parent education, whether a student has taken a placement year, tariff on entry, and school type. Degree outcomes were differentiated in broad terms with student success classified as the award of a higher/upper degree i.e. a first or 2.1, compared with a lower degree – a 2.2 or lower.

Data analysis was inconclusive for LPN status, parent education and disability. NS-SEC had no significant impact on degree outcomes at Loughborough. BAME students were found to be less likely to receive an upper degree when controlling for other characteristics, including tariff on entry, and this is significant for Indian and Chinese UK domiciled students. Similar observations on the racial attainment gap have been reported in other sector research.

The statistical findings will continue to be presented to the University's Learning and Teaching Committee and the Equality and Diversity Working Group. The latter Group has been recently

established to draw together colleagues working within this area to facilitate discussion and coordinate research across the student lifecycle, with a view to providing recommendations to the relevant University committees and driving change within the institution. Membership includes staff from Student Recruitment, Marketing and Admissions, Student Services, Academic Registry, Planning as well as representation from Loughborough Students' Union.

Research undertaken to date has highlighted the need to focus on BAME students and some of the newer initiatives in this area are identified in 5.3 below.

### **5.3 Progression**

Loughborough graduates have an excellent employment record and the University has been consistently ranked in the UK top 10 for employment prospects in all the recent major newspaper league tables.

All students have access to an extensive range of support provided through our Careers Network. This includes personal career consultations, mock interviews, career planning lecturers and workshops, access to vacancies, presentations from employers, careers fairs, and online resources to enhance their skills and performance.

The University recognises the value of work-based learning and the opportunity for students to undertake a placement and/or other form of professional work experience is a key aspect of our undergraduate provision. All undergraduate degree programmes offer the option to take a placement year, enabling students to gain professional-level work experience with one or more organisations as part of their degree. Each year approximately 1,500 Loughborough students take up this opportunity while many others take part in alternative forms of professional work experience such as summer internships.

In recent years, we have expanded our placement and employability support to ensure that students from disadvantaged backgrounds have access to placements and other forms of work experience to enhance their employability. This includes the establishment of a dedicated placement hub offering advice and support, called 'The Place' and the appointment of a specialist member of staff with the remit of supporting undergraduate students from under-represented groups.

As part of our ongoing monitoring of degree outcomes (see section 5.2), we have identified a statistical link between achieving a good degree outcome and undertaking a placement year when other factors are controlled for. Other research conducted by the University has identified that although there is only a very slight gap in the numbers of BAME students securing placements compared to white students, upon completion of studies the gap in attainment both in terms of degree outcome and whether students secure a graduate level job is wider between BAME and white students who have not done a placement. The University is seeking to better understand the reasons for the disparity between placement participation for BAME students compared with their peers. Linked to this, initiatives have been established to optimise progression into professional placements and other work experience. These include mentoring schemes, workshops addressing key topics and targeted employer insight days.

In recognition of the significant benefits that the placement year offers and to ensure that all students are able to access unpaid placements which still persist in certain sectors, the University

has introduced a package of financial support to assist students from low income households undertaking such placements.

## **6. Financial support**

### **6.1 Principles**

Our financial support scheme (the Loughborough Scholarship Programme) for undergraduate students is predicated on the following objectives:

- To minimise the financial barriers to entry to and student success at Loughborough
- To help increase the proportion of students from under-represented groups at Loughborough bearing in mind that significant growth in our undergraduate population is not planned
- To ensure we retain the proportion of students recruited from under-represented socio-economic groups and low participation neighbourhoods

As noted in the introduction, Loughborough's location and subject mix mean that its student population is dominated by young students living away from home. Some young people will be unable to live at home and study at Loughborough for geographically reasons. For such students financial considerations are potentially a deterrent to choosing Loughborough and may present a source of financial hardship for those who do accept a place here. Other aspects of student life can create financial pressures for disadvantaged students, such as access to the clubs, societies and sporting activities which contribute to our outstanding student experience and to the employability of our students.

### **6.2 Evaluation of financial support**

In view of the proportion of the University's expenditure on the Loughborough Scholarship Programme, a review of our financial support scheme has been undertaken by the University's Planning Team. Data on first year student withdrawals since 2012/13 for students in receipt of university scholarships and bursaries has been compared with that for the overall student body. This analysis used HESA (RSNEND) data (for withdrawal information) and our internal student record data (for bursary information). Our findings showed that, in line with other sector research, student retention at Loughborough does not appear to be extremely-sensitive to levels of financial support. As a consequence, the University reduced the level of investment made into the Loughborough Scholarship Programme to that outlined in section 6.3 below and redirect funds to a) more targeted financial support for students on placement and b) other areas that have been identified by our research as priorities in terms of widening access and improving student success and progression.

Whilst the level of financial support provided has been reduced, the University understands the importance of further analysis in this area. For example, the OFFA financial evaluation toolkit has been used to evaluate the impact of cash bursaries on student progression and whether the effectiveness of financial support is influenced by protected characteristics.

The analysis was completed in January 2018 and the findings have been presented to the University's Access Agreement Operational Group. The regression & CHAID analysis indicated that entry qualifications, particularly BTEC, could have been influencing progression and further work is planned through existing internal working groups to explore this in more detail, alongside further analysis of certain protected characteristics which were identified in the initial research.

Further evaluation of outcomes will now be undertaken using the recently released HESA 2012/13 dataset. We intend to repeat the progression analysis undertaken previously to enable any trends to be identified, as well as undertaking statistical modelling of completions and outcomes for the 2012/13 cohort. This work will begin in May 2018 and any outcomes reported to the University's Access Agreement Operational Group.

### 6.3 Loughborough Scholarship Scheme 2019/20 entrants

With the above principles and research findings in mind, we propose to offer the following financial support for low income students entering in 2019/20 in each year of their studies (figures are for full-time students under 21 years of age on entry unless otherwise stated):

#### (a) Full-time undergraduate students

Annual Residual Household Income	Pre-degree (Foundation Studies) (Part F)	Year 1 (Part A)	Year 2 (Part B)	Placement Year (Part I)	Year 3 (Part C)	Integrated Masters (Part D)
<b>£18,000 and under</b>	£1,800 bursary £3,000 tuition fee waiver	£1,800 bursary	£1,800 bursary	£1,000 tuition fee waiver	£1,800 bursary	£1,800 bursary £3,000 tuition fee waiver
<b>£18,001-£22,000</b>	£1,800 bursary	£1,800 bursary	£1,800 bursary	N/A	£1,800 bursary	£1,800 bursary £3,000 tuition fee waiver
<b>£22,001-£25,000</b>	£1,000 bursary	£1,000 bursary	£1,000 bursary	N/A	£1,000 bursary	£1,000 bursary £3,000 tuition fee waiver

#### (b) Mature undergraduate students (those over 21 years of age on entry)

Annual Residual Household Income	Pre-degree (Foundation Studies) (Part F)	Year 1 (Part A)	Year 2 (Part B)	Placement Year (Part I)	Year 3 (Part C)	Integrated Masters (Part D)
<b>£18,000 and under</b>	£2,500 bursary £3,000 tuition fee waiver	£2,500 bursary	£2,500 bursary	£1,000 tuition fee waiver	£2,500 bursary	£2,500 bursary £3,000 tuition fee waiver
<b>£18,001-£22,000</b>	£2,500 bursary £3,000 tuition fee waiver	£2,500 bursary	£2,500 bursary	N/A	£2,500 bursary	£2,500 bursary £3,000 tuition fee waiver
<b>£22,001-£25,000</b>	£2,000 bursary	£2,000 bursary	£2,000 bursary	N/A	£2,000 bursary	£2,000 bursary £3,000 tuition fee waiver

#### (c) Care leavers

The University will continue its non-means-tested care leaver's bursary for non-mature students, additional to the standard bursary scheme (a) above. The care leaver's award amounts to an additional £1,500 bursary and an additional £3,000 fee waiver for each year of study apart from the placement year in which there is no additional financial award made.

**(d) Part-time undergraduate students (study intensity 0.25 to 0.75FTE)**

It should be noted that students registered for a full-time programme who are taking resit assessments with attendance on a part-time basis will not normally be eligible for the financial support listed below. Instead such students may be eligible for the standard undergraduate support package referred to above on a pro rata basis.

<b>Annual Residual Household Income</b>	<b>Award</b>
£18,000 and under	Fee waiver of £1,000 pro rata to study intensity
£25,000 and under AND from a census ward of low academic achievement	Full fee waiver plus £500 bursary

**(e) ITT (PGCE students)**

<b>Annual Residual Household Income*</b>	<b>Award</b>
£18,000 and under	£3,000 living cost and travel bursary
£18,001 - £30,000	£500 travel bursary

\* including income from a PGCE Training Bursary if applicable

The financial support packages will not be payable in the placement year, unless specified, and students from Wales, the Channel Islands and the Isle of Man will not be eligible. We will use information derived from SLC assessments of income to determine eligibility. Bursary elements will be paid by BACS transfer into student bank accounts through the HEBSS system.

In addition, the University offers a number of Development Trust Scholarships thanks to generous donations from former students and friends of the University. The Scholarships are directly targeted at students who are from low participation neighbourhoods (measured using POLAR data).

As indicated in 2017-18 we have introduced additional financial support targeted at widening participation students who wish to undertake a placement year as part of their course where the placement is unpaid (see also section 5.3 and 6.2). From 2018/19 support will extend to students from low income households wishing to undertake an international study exchange.

The University is committed to continuing to support students encountering financial difficulties during their time at Loughborough. Following changes to the Access to Learning Fund and its incorporation within the Student Opportunity Fund from 2014/15, we have included a commitment to continue providing additional hardship support to those students from target groups in the accompanying Resource Plan.

## **7. Targets and milestones**

Our targets and milestones have been set bearing in mind what we believe to be our priority areas and can be found in Table 8 of the Resource Plan. Given the current amount of change and volatility within the sector we have chosen not to extend our targets to 2020/21 at this time.

We have focussed our access targets primarily around low participation neighbourhoods as this data can be easily accessed during the admissions process. We continue to include targets beyond the HESA PIs aimed at monitoring impact of admissions initiatives such as use of contextual data and the number of access interventions we provide to local schools and colleges.

As part of our commitment to ongoing collaborative work with other local HEIs, a target relating to provision of joint initiatives with the REACH Partnership was introduced last year. As outlined above, these initiatives will be focussed on target groups identified by the OfS.

In support of the government's focus on attainment-raising, we have retained the target introduced last year regarding hours of mentoring dedicated to maths revision sessions for Year 11 students (see section 4.5 and Resource Plan).

Our overall aim is to maintain our excellent track record on student retention whilst admitting increasing proportions of students from disadvantaged backgrounds, and we have therefore included relevant targets and milestones for the retention PIs.

We continue to include a target relating to students in receipt of the DSA but in light of the changes to this funding we will continue to keep this milestone under review.

## **8. Monitoring and evaluation arrangements**

Compliance with our Access and Participation Plan forms part of our Risk Management Framework which is overseen by the University's Audit Committee. The Pro Vice-Chancellor (Teaching) has executive responsibility for delivery of our Plan.

Regular internal monitoring of the delivery and impact of outreach and fair access initiatives is undertaken by the Market Research, Evaluation and Policy Team in partnership with the School and College Liaison Team. Reports are made to the University's Student Recruitment and Admissions Sub-Committee and Operations Committee.

Colleagues in Academic Registry, Marketing and Advancement, and Planning are made aware of progress towards the Access and Participation Plan milestones on a quarterly basis. These improvements have been driven by the need to make our internal data clearer and more shareable, which in turn will catalyse our initiatives and demonstrate impact. This will support our efforts to engender an institution-wide approach to widening participation.

Given that the scope and range of measures to widen access and support students at the University has broadened over recent years, we have established the Equality and Diversity Working Group (as mentioned in section 5.2). The Group are consulted on the content of our Access and Participation Plan and will play a pivotal role in identifying and championing future priority areas and projects.

The University's process of evaluation of access activities had been in place for a number of years and whilst tried and tested, the methods used were recently reviewed in order to ensure they are both effective in terms of driving improvement, and practical to implement. Loughborough is a case

study partner working with the University of Exeter on the OFFA commissioned research testing the Standards of Evaluation Practice. Further refinement of our approach may arise as a result of this research project.

In terms of the Kirkpatrick model of evaluation, Loughborough has historically met Level 1 through use of participant feedback forms. Surveys used for our more intensive, category two events have been reviewed to ensure consistency of questions and the timely reporting of results. The REACH Partnership has recently developed a standard event feedback form which will allow for comparative and consistent analysis across all of our interventions.

In addition the School and College Liaison Team will be holding an event with WP Coordinators within partner schools and colleges which will involve a reflective evaluation on the events run this academic year in combination with student ambassador and participant feedback to help refine future programmes.

To enable a robust evaluation of our systems for widening access, the University is increasingly making use of quantitative data which progresses our evaluation to Levels 2 and 3 of the Kirkpatrick model. Our continued use of the EMWPREP database, the analysis of HESA data to track access participants into HE, and the 'fuzzy matching' of Loughborough admissions data with access participant data, all tie into this evaluation agenda.

We have progressed our efforts to extend and coordinate monitoring and evaluation to the other stages of the student lifecycle. Working in conjunction with the Academic Registry, colleagues from Careers Network, Student Recruitment, Marketing and Admissions, and Student Services have jointly agreed on a shared student data extract that will enable each area to monitor and compare the uptake of specialist and general support services by WP students with non-WP cohorts.

Together with focus groups and participant feedback, this quantitative data on take-up and impact is enabling the University to evaluate the reach of these services and highlight any potential groups of students not accessing the support mechanisms available to them. This includes, for example, the effectiveness of the initiatives designed to encourage BAME students to undertake a placement. A number of enhancements are planned as a result including the development of proposals to offer short-term internship opportunities for WP student groups with limited work experience.

## **9. Equality and diversity**

We are committed to achieving equality for all those who learn and work at the University and wish to develop a demonstrably fair and supportive environment, which provides equality of opportunity and freedom from unlawful discrimination.

The University's current strategy highlights as a priority the embedding of equality and diversity into everything the institution does. As part of our commitment the University has recently introduced mandatory online unconscious bias training for all staff and the monitoring of data by protected characteristic is embedded within the University's governance arrangements.

Student Recruitment, Marketing and Admissions continue to produce annual 'market overview' reports containing demographic information and enabling us to monitor applicants and new entrants

on an annual basis by age, gender and school type. Enhancement of these reports using Tableau data visualisation software is being explored.

The Equality and Diversity Working Group regularly assesses impact of various initiatives on the students with protected characteristics through all stages of the student lifecycle. As well as commissioning the research into student attainment (see page 12), the Group has engaged with the new UCAS Equality Reports which analyse offer and acceptance rates by sex, gender and area background.

The University has recently signed up to the Race Equality Charter and in 2016 recognised the expanded Athena SWAN Charter which commits us to progressing gender equality broadly across the institution. Facilitated by Loughborough Students' Union, discussions have taken place with students from minority groups to assess their campus experience, and a specific 'task and finish' group has evaluated the impact of the University's policies and activities on trans-gender students.

Furthermore, a new equality and diversity key performance indicator has recently been created. This will be monitored by the University Council on a regular basis to track institutional performance and monitor the impact of activities on students with protected characteristics.

## **10. Provision of information**

The University recognises the need to provide clear, timely and accurate information to prospective and existing students. As such we are committed to the ongoing development and enhancement of the guidance we provide as well as making available relevant information to external organisations such as UCAS and the Student Loans Company as required.

We aim to provide clear, comprehensive information in both printed and electronic form covering:

- Total tuition costs for prospective students
- Estimated study and living costs
- A comprehensive summary of the University support including bursaries, scholarships, sponsorship and hardship funds, detailing the eligibility criteria and application process
- A summary of state support with cross references to relevant student finance award agency websites
- Information about what is included in the tuition fee and what fees are used to fund with the intention of clarifying the position for both prospective and current students.

Enhancements to the online undergraduate prospectus have been made and the dedicated fees and financial support webpages have been overhauled in order to improve the user experience when searching for information on fees and financial support. When reviewing our information provision, we took into account the recently published HEFCE guidance on this topic.

We already provide information and advice to prospective students face-to-face through our programme of visits to schools and colleges and at our open days. A more recent development has involved increasing the representation of university staff from Careers Network, Student Advice and

Support, and the Counselling and Disability Service at our post-application visit days to provide specialist expertise and guidance in these areas to those that need it.

In addition to the creation of web and paper-based information materials, accessible, confidential advice for individual prospective and current students is provided through the University's Student Advice and Support Service.

Once approved, we will include links to this Access and Participation Plan from appropriate sections of the University website so that it is easily accessible to both prospective and current students.

## **11. Consultation with students**

Loughborough University has an established track record of working in close partnership with its Students' Union (LSU). Extensive engagement with LSU took place in the drawing up of our 2012/13 Access Agreement prior to the onset of the £9K tuition fees. Discussions with Students' Union representatives have continued annually regarding the University's subsequent Agreements and an elected officer sits on the Equality and Diversity Group responsible for providing oversight, co-ordination and review of the University's activity in relation to student equality and diversity, including the University's Access and Participation Plan.

Involving our own students in the University's widening participation work has been central to our approach for many years and our intention is to ensure that our student body continue to engage fully in the development and implementation of future Plans.

*This Plan was approved on behalf of Council by its Chair in July 2018.*

\* course type not listed.

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

Please enter inflationary statement in the free text box below.

The level of tuition fees charged to entrants in 2019/20 are as set out in our Access and Participation Plan and the University website. Inflationary increases may be applied in subsequent years as students progress through their course with the increases applied in line with the appropriate maximum fee cap.

Full-time course type:	Additional information:	Course fee:
First degree		£9,250
Foundation degree		*
Foundation year / Year 0		£9,250
HNC / HND		*
CertHE / DipHE		*
Postgraduate ITT		£9,250
Accelerated degree		*
Sandwich year		£1,850
Erasmus and overseas study years		£1,385
Other		*
Franchise full-time course type:	Additional information:	Course fee:
First degree		*
Foundation degree		*
Foundation year / Year 0		*
HNC / HND		*
CertHE / DipHE		*
Postgraduate ITT		*
Accelerated degree		*
Sandwich year		*
Erasmus and overseas study years		*
Other		*
Part-time course type:	Additional information:	Course fee:
First degree		£6,935
Foundation degree		*
Foundation year / Year 0		£6,935
HNC / HND		*
CertHE / DipHE		*
Postgraduate ITT		*
Accelerated degree		*
Sandwich year		*
Erasmus and overseas study years		*
Other		*

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

Reference number	Stage of the lifecycle (drop-down menu)	Main target type (drop-down menu)	Target type (drop-down menu)	Description (500 characters maximum)	Is this a collaborative target? (drop-down menu)	Baseline year (drop-down menu)	Baseline data	Yearly milestones (numeric where possible, however you may use text)					Commentary on your milestones/targets or textual description where numerical description is not appropriate (500 characters maximum)
								2018-19	2019-20	2020-21	2021-22	2022-23	
T16a_01	Access	Low participation neighbourhoods (LPN)	<b>Other statistic</b> - Applications (please give details in the next column)	Percentage of total first degree applications which are from low participation neighbourhoods	No	Other (please give details in Description column)	6.6%	7.3%	7.4%	7.5%			It will be challenging for the University to meet the milestones in relation to attracting students from low participation neighbourhoods given geographical factors and our subject mix. A baseline year of 2011/12 for all milestones below (unless otherwise specified) has been selected as we changed our baseline to this in our 2016/17 Access Agreement and therefore retaining consistency in baselining will allow us to effectively track long term progress from the same point in time.
T16a_02	Access	Low participation neighbourhoods (LPN)	<b>Other statistic</b> - Applications (please give details in the next column)	Percentage of low participation neighbourhood first degree applications where an offer is made	No	Other (please give details in Description column)	66.6%	73%	75%	77%			The University is continuing with its contextual data project to support the achievement of these milestones. The effectiveness of the systems used to administer this and the impact on our recruitment of LPN students against our targets was evaluated during the last academic year. As a result, the University will continue to use contextual data in the same ways and further evaluation will take place on the academic performance of LPN students made concessionary offers in the next 12 months.
T16a_03	Access	Low participation neighbourhoods (LPN)	<b>HESA T1a</b> - Low participation neighbourhoods (POLAR3) (Young, full-time, first degree entrants)	Percentage of new first degree students who are from low participation neighbourhoods	No	Other (please give details in Description column)	5.9%	6.6%	6.8%	7.0%			In our 2016/17 Agreement, we increased the rate of growth of our annual targets in order to move the University closer to the benchmark more quickly.
T16a_04	Student success	Low participation neighbourhoods (LPN)	<b>HESA T3b</b> - No longer in HE after 1 year & in low participation neighbourhoods (POLAR 3) (Young, full-time, first degree entrants)	Non continuation of young first degree students from low participation neighbourhoods	No	Other (please give details in Description column)	5.5%	4.3%	4.3%	4.3%			The intention is to increase the proportion of students from low participation neighbourhoods while still achieving the 2012-13HESA benchmark relating to non-continuation. Baseline year used is 2010-11.
T16a_05	Access	Mature	<b>HESA T2a</b> - (Mature, full-time, first degree entrants)	Percentage of mature students with no experience of Higher Education and from low participation neighbourhoods (rolling three year average)	No	Other (please give details in Description column)	8.6%	8.6%	8.6%	8.6%			Due to the University's subject mix and lack of vocational courses, maintaining the proportion of mature students commencing courses at the University will be challenging. We commit to maintaining our performance in this PI in terms of a three year rolling average from the baseline 2011/12-2013/14. This milestone will be reviewed annually in line with our performance and benchmarks.
T16a_06	Student success	Mature	<b>HESA T3c</b> - No longer in HE after 1 year & no previous HE qualification (Mature, full-time, first degree entrants)	Non continuation of mature first degree students with no experience of Higher Education (three year rolling average)	No	Other (please give details in Description column)	9.1%	9.1%	9.1%	9.1%			Given the very small numbers of students in this group at our institution, % performance has been very variable and difficult to track in terms of progress. The intention is to maintain the proportion of mature students without negatively affecting the retention rate. Baseline data is three year average 2010-11 to 2012-13.
T16a_07	Student success	Disabled	<b>HESA T7</b> - Students in receipt of DSA (full-time, first degree entrants)	Percentage of students in receipt of Disabled Students' Allowances	No	Other (please give details in Description column)	7.4%	6.2%	6.2%	6.2%			Historically the University has been well above the HESA benchmark in this area. Given the imminent changes to the DSA and unknown impact on our incoming students, we aim to meet the current benchmark but will review the milestones carefully next year.
T16a_08	Other/Multiple stages	Ethnicity	<b>Other statistic</b> - Postgraduate (please give details in the next column)	Percentage of ITT entrants from BME groups	No	Other (please give details in Description column)	6.0%	9.0%	9.0%	9.0%			The intention is to increase the proportion of ITT students from BME groups.
T16a_09	Other/Multiple stages	Disabled	<b>Other statistic</b> - Postgraduate (please give details in the next column)	Percentage of ITT entrants declaring a disability during the admissions process	No	Other (please give details in Description column)	10.0%	10.0%	10.0%	10.0%			The intention is to maintain the proportion of ITT students with a disability.

**Table 8b** - Other milestones and targets.

Reference Number	Select stage of the lifecycle	Main target type (drop-down menu)	Target type (drop-down menu)	Description (500 characters maximum)	Is this a collaborative target?	Baseline year	Baseline data	Yearly milestones (numeric where possible, however you may use text)					Commentary on your milestones/targets or textual description where numerical description is not appropriate (500 characters maximum)
								2018-19	2019-20	2020-21	2021-22	2022-23	
T16b_01	Access	Multiple	Outreach / WP activity (collaborative - please give details in the next column)	Series of collaborative events/initiatives organised in conjunction with De Montfort, Leicester and Loughborough Universities as part of the Leicestershire REACH Partnership.	Yes	2015-16	5	12	15	15			The University will continue its established work with De Montfort University and the University of Leicester to widen participation in Leicester City and Leicestershire. The collaborative initiatives will have a focus on students from target groups / with protected characteristics e.g. BME groups, white males from disadvantaged areas, students with learning differences, care leavers and young carers. The baseline year is 2015-16 given that the plan to progressively increase these collaborative activities is a new one.
T16b_02	Access	Multiple	Outreach / WP activity (other - please give details in the next column)	Number of local schools and colleges with which we interact as part of local WP initiatives	No	Other (please give details in Description column)	15	25	25	25			Widening participation initiatives (masterclasses, University experience days etc) and the addition of new activities in collaboration with local schools and colleges will be maintained as part of our work with the REACH Partnership and other local initiatives.
T16b_03	Access	Multiple	Outreach / WP activity (other - please give details in the next column)	Number of local school and colleges with which we interact multiple times (three or more interventions) as part of a local WP initiatives	No	Other (please give details in Description column)	4	13	15	17			The University will continue to provide a programme of interactions to the widening participation cohort at some local schools and colleges in order to raise attainment and aspirations. Our work with these schools is mainly with Years 8-11. Our milestones indicate our commitment to long term outreach and building on this activity over time.
T16b_04	Access	Attainment raising	Outreach / WP activity (other - please give details in the next column)	Number of hours of mentoring provided to WP students at Loughborough University events to support them with GCSE revision.	No	2017-18	50	75	100	125			As this is a brand new target our intention is to initially provide mentoring support for GCSE maths to WP students mainly within our existing local networks. This also fits with the institution's proposals around sponsorship of a maths as a discipline. If this proves successful, in future years the scheme may expand to cover GCSE English.