Liverpool Hope University
Access and Participation Plan 2019

Liverpool Hope seeks bright and promising students irrespective of background. Dedicated to the vision of its 19th century founding colleges to open up opportunities to those traditionally excluded from higher education, Liverpool Hope remains committed to enabling all its students to benefit from a sound University education that is research-informed. At undergraduate level, expectations are set high encompassing as broad an education as possible based firmly in core disciplines and fields. For postgraduate degrees, expectations are of advanced research and study in both theoretical and applied fields of enquiry.

(Liverpool Hope University Corporate Plan, 2016-2020)

A. Assessment of current performance

At Liverpool Hope University we monitor, evaluate and understand our data in relation to a range of performance indicators. Our performance in relation to underrepresented groups of students is evaluated in light of a range of external and internal parameters and the outcomes reported through Equality and Diversity Steering group to our University Council and are also discussed at Senate.

For this Access and Participation Plan we have analysed and commented on student access, success in retention and degree outcomes, and progression into employment for the each of the following widening participation measures:

- Participation in Higher Education
- Socio-Economic Status
- Ethnicity
- Age
- Disability
- Care Leavers

The University takes seriously its responsibilities for increasing access and widening participation and uses a range of data sources, including UCAS, HESA, ECU, TEF and internal data analysis to continually assess and monitor its performance. For the majority of measures it performs well compared to its benchmarks or the national picture. For example, the UCAS Multiple Equality Measure (MEM) data[1], which groups students with multiple equality dimensions based on the probability of them entering Higher Education, shows that the University performs well in attracting and placing applicants who are less likely to enter HE, compared with the rest of the sector. However where the data analysis has identified issues around access, success and progression and these form the basis of the plan's future ambitions and strategies.

1. Participation in Higher Education - Students from Low Participation Neighbourhoods (POLAR3 Data)

Access: Each year the University performs consistently well in attracting students from low participation neighbourhoods (POLAR3 Quintile 1). Over the past 3 years, the annual Performance Indicators published by HESA[2] show students from low participation neighbourhoods make up around 20% of new entrants to the University. This is significantly better than the national picture (at around 11%) and on average 4% higher than its location adjusted benchmark.

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[1] UCAS Analysis and Insights. 2017 MEM Analysis

[2] https://www.hesa.ac.uk/data-and-analysis/performance-indicators

Success in Retention: The latest published Performance Indicators[2] show that the non-continuation rate for students from low participation neighbourhoods has reduced since 2015/16 to 11.2%. Whilst the indicator remains above the location adjusted benchmark the difference between the benchmark and the indicator has narrowed to 1.7%. Following the introduction of the Engagement Strategy, this year the University has improved its overall non-continuation rate by 2.7% to 8.8%, however further progress is required in the retention of students from low participation neighbourhoods. Furthermore, there is a gap between males and females, whereby retention amongst males is lower than that of females. This is an issue that the University is making clear strategic plans to address.

HESA Performance Indicators Table T3b - Non-continuation following year of entry: young full-time first degree entrants (POLAR 3 method) [2]

Non Continuation following year of entry	2014/15	2015/16	2016/17
Hope Indicator Low Participation Neighbourhoods (%)	10.4%	12.2%	11.2%
Location Adjusted Benchmark Low Participation Neighbourhoods (%)	9.0%	9.9%	9.5%
Total UK Low Participation Neighbourhoods (%)	8.2%	8.8%	8.6%
Hope Indicator Other Neighbourhoods (%)	*8.1%*	*9.3%*	*6.3%*
Location Adjusted Benchmark Other Neighbourhoods (%)	*6.9%*	*7.2%*	*7.4%*

Success in Degree Outcomes: Since 2014/15 the percentage of students obtaining a good degree who were from Low Participation Neighbourhoods has increased from 60% to 65%. For 2016/17 this is in line with the rate of good degrees across the University at 66% and the rate of good degrees for students from other neighbourhoods at 66.5%.

Progression into Employment and/or Further Study: Since 2013/14 the of number students from low participation neighbourhoods going into work and/or further study has increased from 89% to 94%. The latest data for 2015/16 leavers shows that 94% of students from low participation backgrounds are employed or studying compared to 93% of students from other neighbourhoods. Since 2013/4 the Employability Strategy led to bespoke careers guidance and employer engagement being embedded in individual subjects to ensure that barriers to employment and full time study were removed for all students. The Employability Hub for the University was given a central and more visible location, which has made advice for graduating students more accessible.

2. Participation in Higher Education - Socio-Economic Status

Access: The University attracts around a third of its students from low socio-economic backgrounds (NS-SEC classes 4-7), which is above the national average at around 27%[3]. The number of students who come from backgrounds where they or their parent is unemployed or never worked could be considered low at around 5% however the nationally the proportion is lower at 0.4%[3].

Success in Retention: Attrition within the academic year has been increasing for all new entrants across the University from 9.8% in 2014/15 to 13.6% by 2016/17, however when considering new students who withdrew after the 1st December, the attrition rate has remained fairly constant at around 7%. This pattern is similar to students from low socio-economic backgrounds (NS-SEC classes 4-7) whose within year attrition rate has increased from 10% in 2014/15 to 13% by 2016/17, however again the number withdrawing after 1st December are lower at around 6%. The University is addressing the issues around retention through its Engagement Strategy.

Success in Degree Outcomes: Since 2014/15 the percentage of students, from low socio-economic backgrounds, gaining good degrees has increased from 63% to 66%, which is the same proportion for all students across the University. Students not from low socio-economic classes (NS SEC classes 1-3) gain a

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[3] https://www.hesa.ac.uk/data-and-analysis/students/whos-in-he

slightly higher proportion of good degrees at 69% in 2016/17. Students from families of unemployment achieve a lower proportion of good degrees at 58%. Male students from lower socio-economic groups and from families of unemployment gain fewer good degrees than females from the same groups.

Degree Class		2015/6		2016/7	
Employed	I	128	14.7%	171	18.2%
	II1	440	50.7%	463	49.2%
	II2	269	31.0%	261	27.7%
	III	30	3.5%	44	4.7%
	PASS	1	0.1%	2	0.2%
Never worked and long-term unemployment	I	6	10.7%	7	10.9%
	II1	23	41.1%	30	46.9%
	II2	23	41.1%	24	37.5%
	III	4	7.1%	3	4.7%
Not classified	I	16	21.9%	2	8.7%
	II1	24	32.9%	7	30.4%
	II2	25	34.2%	12	52.2%
	III	8	11.0%	2	8.7%
Not known	I	1	100%		
	III			1	100%
Total		998		1,029	

Progression into Employment and/or Further Study: Since 2013/14 the number students from low socio-economic backgrounds going into work and/or further study has increased from 90% to 94%. In comparison, although students from non low participation backgrounds going into work and/or further study has increased over the same period, the rate has been slower with 92% of students studying or working in 2015/16.

3. Participation in Higher Education - BME Students

Access: The data has been analysed by different ethnic groups, and Asian students represented 29% of the BME population in 2016/17, which was an increase of 5% from the previous year. Black students have the largest representation amongst the BME population, being 37% in 2016/17, which is an increase of 4% from the previous year.

Over the past three years the proportions of BME and non BME students at the University has remained fairly constant with around 10% of students being from a Black or Minority Ethnic background. However, this figure is substantially lower than the 21.18% of the national student population who were BME in 2015/6[4].

The proportions of male and female BME students entering the University are similar.

	2014/15	%	First Year	%	2015/16	%	First Year	%	2016/17	%	First Year	%
	All Students				All Students				All Students			
BME	547	10.6%	210	10.9%	537	10.4%	218	9.9%	533	10.0%	231	10.1%
White	4612	89.0%	1711	88.4%	4584	89.1%	1963	89.6%	4796	89.6%	2043	89.2%
Unknown	23	0.4%	14	0.7%	21	0.4%	11	0.5%	22	0.4%	16	0.7%

Success in Retention: The same percentage of students in both the BME and White categories continued or qualified in the 2015/16 academic year. However, continuation/qualification rates varied amongst ethnic groups ranging from 50% for Black (other), 80% for Asian (Other) and 100% for Chinese groups.
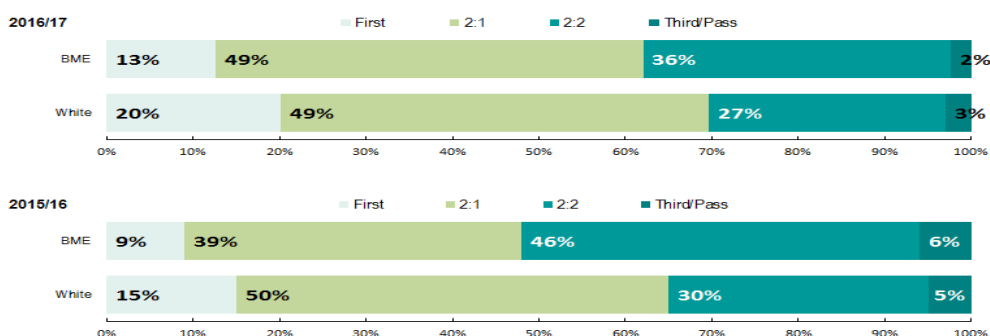
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[4] Equality in Higher Education: students statistical report 2017 – Equality Challenge Unit

Revised August 2018

Unlike the National results, the University has seen a year on year increase in the number of BME students continuing or qualifying but the University's BME continuation figure of 86.2% is still 1.4% below the statistics reported by ECU for the national average for 2015/16[4].
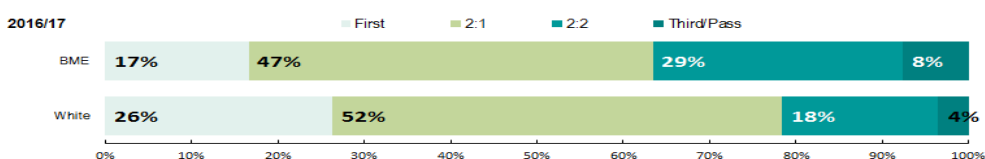
Success in Degree Outcomes: Amongst the BME population, in 2016/17 63% (n=15) of Asian students achieved a good degrees, compared to 62% (n=14) Black students. The numbers when split by the different ethnic groups, are too small to be significant, therefore degree outcomes have been analysed across the BME group to give more robust numbers.

More BME students at the University received a 2:2 or a Third/Pass than White students. However, the number of BME students receiving a first or a 2:1 has increased by 14% since 2015/16. This takes the ethnicity degree attainment gap to 7% for 2016/17; an improvement over the 17% figure in 2015/16. The national ethnicity attainment gap is 14% for first and 2:1 degrees showing the University to be better than this[4].

Liverpool Hope University Breakdown

2016/17 — First ▪ 2:1 ▪ 2:2 ▪ Third/Pass

	First	2:1	2:2	Third/Pass
BME	13%	49%	36%	2%
White	20%	49%	27%	3%

2015/16 — First ▪ 2:1 ▪ 2:2 ▪ Third/Pass

	First	2:1	2:2	Third/Pass
BME	9%	39%	46%	6%
White	15%	50%	30%	5%

National Comparison (ECU HE Annual Statistical Report)

2016/17 — First ▪ 2:1 ▪ 2:2 ▪ Third/Pass

	First	2:1	2:2	Third/Pass
BME	17%	47%	29%	8%
White	26%	52%	18%	4%

Progression into Employment and/or Further Study: 61.6% of white leavers from the University were in full time work six months after qualifying compared with 43.8% of BME leavers. The national data from ECU[4] shows the University to be 9.5 percentage points below the average figures for BME students in full time employment (53.3%), although a higher proportion of BME students were in full time study than white leavers.

However, the unemployed data shows that a higher proportion of BME students (7.6%) were unemployed compared to white leavers (4%). A drill down into the data shows that the issues with employment for BME students occur for Black, Chinese and Asian students; however, Black students entry into full time study is better than for White students; but the small numbers of students included in this data make meaningful reflection difficult.

Liverpool Hope University

DLHE Respondents (Hope)	2015/16	%	2015/16	%
	BME		**White**	
Full-time Work	35	43.8%	677	61.6%
Part-time Work	9	11.3%	117	10.6%
Work & Further Study	5	6.3%	68	6.2%
Full-time Study	13	16.3%	160	14.6%
Part-time Study	2	2.5%	3	0.3%
Unemployed	10	12.5%	31	2.8%
Other	6	7.5%	43	3.9%
Total	**80**	**100.0%**	**1099**	**100.0%**

National Comparison[4]

| DLHE Respondents (National)	2015/16	%	2015/16	%
	BME		White	
Full-time Work	38,485	53.3%	175,750	60.1%
Part-time Work	9,355	13.0%	34,640	11.8%
Work & Further Study	3,645	5.1%	16,930	5.8%
Full-time Study	10,745	14.9%	37,455	12.8%
Part-time Study	1,015	1.4%	3,180	1.1%
Unemployed	5,460	7.6%	11,800	4.0%
Other	3,450	4.8%	12,740	4.4%
Total	72,155	100%	292,495	100%

4. Participation in Higher Education - Mature Students

Access: Since 2015/16 the number of mature entrants (over 21) at the University has increased by 5% to 44%. The majority of all students studying at the University are aged 21 and under, however this has dropped since 2015/16 when it was 61% to 56% in 2016/17. However, the number of mature students at the University is still 8.1% below the national comparison as detailed by the Equality Challenge Unit[4]. The gender proportions of mature students entering the University are similar.

University Overview - Age
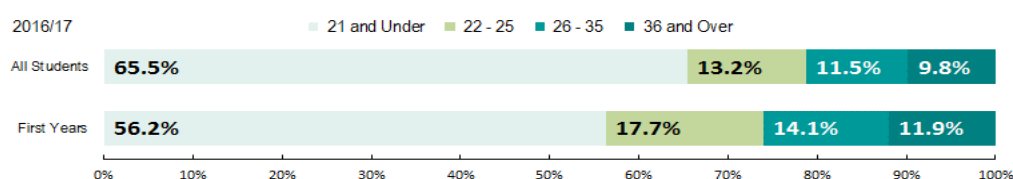
National comparison - All Students by Age Group
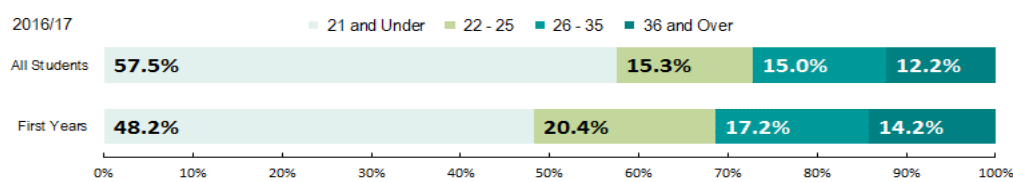
Success in Retention: The number of students at the University continuing or qualifying is similar throughout all of the age categories but the highest rates of continuation or qualification are seen amongst the students aged 22-25 at 85%. The University 2016/17 HESA Performance Indicators[2] (T3a) show the percentage of mature entrants who are no longer in HE is 11.6%, which is 1.5% below the benchmark.

Success in Degree Outcomes: Over the past 3 years, the total number of students across the University achieving a good degree has remained relatively constant at 66% against an increasing national proportion of 75% by 2016/17. The University's achievements of mature and non-mature students in gaining good degrees reflect the overall proportion of 66% for both groups.

Progression into Employment and/or Further Study: The University's indictor in 2016/17 for employment and further study is 96.5% against its benchmark of 95.5%. The proportion of non-mature and mature leavers entering work and/or further study is the same at 96%. There is little variation between the different age groups, with the percentage ranging from 96% for those in age group 26 to 35 to 100% for 36 years and over. The TEF Year 2 data[5], covering the period 2012/13 to 2014/15, for highly skilled employment or further study shows negative flags for both young and mature students, who mainly find work in the Liverpool region. The consequence of falling employment levels in Liverpool between 2012/13 and 2013/14, whilst nationally employment rose, created a bigger gap between the University's employment rates and that of its benchmark, giving negative TEF flags for this measure. Since 2015/16, the overall indicators have remained fairly constant, but the proportion of students in employment and/or further study in age groups 26-35 and 36 has increased by 10%.

5. Participation in Higher Education - Students with Disabilities

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[5] http://www.hefce.ac.uk/lt/tef/data/

Revised August 2018

Access: Disabled students make up 18% of the student body at Liverpool Hope, in comparison to 11% nationally (ECU[4]). The 18% is an increase of 2% since 2015/6; this is an area of success for the University. The HESA Performance Indicator[2] for students in receipt of Disability Support Allowance is 8.8% against a benchmark of 7.5% in 2016/17. This is a slight reduction of 0.2% in the indicator since 2015/16 but reflects a small number of students not accessing Disability Support Allowance.

Success in Retention: The number of disabled students in receipt of Disability Support allowance who continued with their studies was 92% in 2016/17, compared to 87% of students who are not in receipt of DSA. This is consistent with previous years' data where disabled students have a higher retention rate than non-disabled students. This is something that is not reflected in the national statistics published by ECU[4] and is again a success for the University.

Success in Degree Outcomes: The number of disabled students gaining a first or a 2:1 has increased since 2014/15. It is significant to note that there is little gap between disabled and non-disabled students receiving a first or a 2:1 in the 2016/17 statistics. This has remained the case since 2014/15. The percentage of students with a disability achieving a good degree at Liverpool Hope is lower than the national average[4] but this is reflective of the University's position overall in relation to good degrees.

Progression into Employment and/or Further Study: The proportion of students with disabilities who are employed and/or in further study has improved by just over 1% since 2014/15 to 94.2% in 2015/16. The negative flag in the TEF data[5] for employment or further study for disabled students, relates to leavers in 2012/13. At the start of the year in 2012/13, new students with disabilities were given the opportunity of taking part in an internship programme. The impact of which can be seen in increased employment for disabled leavers from 2014/15 onwards. However, the proportion of non-disabled students working or studying is greater at 97%.

When considering the data published by ECU[4], in 2015/16, 61.8% of non-disabled leavers were in full time employment compared to 53% of disabled leavers; this is slightly higher than the national statistics at 59.4%. However, from 2015/6 this figure was ameliorated by the higher percentage of disabled students who enter full time study. We note that a higher proportion of disabled leavers were unemployed (6.0%) compared to non-disabled leavers (3.1%). This ties in with national figures[4] as 6.9% of disabled students have a destination of unemployed against the 4.6% of non-disabled students.   When considering the proportion of unemployed disabled students by gender, the numbers are too small to make any analysis meaningful.

Liverpool Hope University

DLHE Respondents (Hope)	2015/16	%	2015/16	%
	Non-Disabled		Disabled	
Full-time Work	617	61.8%	97	53.0%
Part-time Work	108	10.8%	18	9.8%
Work and Further Study	62	6.2%	11	6.0%
Full-time Study	136	13.6%	37	20.2%
Part-time Study	2	0.2%	3	1.6%
Unemployed	31	3.1%	11	6.0%
Other	43	4.3%	6	3.3%
Total	999	100.0%	183	100.0%

National comparison (Equality Challenge Unit)

DLHE Respondents (National)	2015/16	%	2015/16	%
	Non-Disabled		Disabled	
Full-time Work	204910	59.4%	25330	51.4%
Part-time Work	39590	11.5%	6875	13.9%
Work and Further Study	19235	5.6%	2865	5.8%
Full-time Study	47100	13.7%	7225	14.7%
Part-time Study	3700	1.1%	795	1.6%
Unemployed	15800	4.6%	3420	6.9%
Other	14660	4.2%	2790	5.7%
Total	344995	100.0%	49300	100.0%

Revised August 2018

6. Participation in Higher Education - Care Leavers

Access: The number of students at the University who declare they are care leavers is a minimal percentage of the total student body. The number whose situation is unknown is a concern and the University recognises that the collection and future analysis of this data needs to be improved.

Student Population	2014/5		2015/6		2016/7	
Care Leaver	29	0.5%	45	0.8%	51	0.9%
Not a Care Leaver	935	17.4%	2,155	39.3%	3,357	60.0%
Information Refused	5	0.1%	9	0.2%	12	0.2%
Not Known	4,394	81.9%	3,268	59.7%	2,173	38.9%
Total	5,363	100%	5,477	100%	5,593	100%

The numbers of students included in the data analysis around success and progress are therefore a reflection of the small numbers of students who have been identified as care leavers. This makes a meaningful evaluation difficult.

7. Analysis of data beyond the widening participation metrics:

The University has minimal numbers of students who are defined as refugees or travellers and furthermore we do not ask for information about students who are from military families or who have caring responsibilities. We do however analyse gender balance and we are concerned there are differences in the numbers of male students compared to females. This data is evaluated below:

Analysis of the data suggests that the key areas in which Liverpool Hope University must reflect on the access, success and progress of its student body are:

- continuation of students from low participation neighbourhoods; success in degree outcomes for students from socio-economic areas 4-7, particularly for male students.
- access and progression to full time employment for BME; degree attainment for Black students;
- access for mature students;
- progression into employment for disabled students;
- access, success and progress for care leavers; in particular the University's knowledge of students in relation to the status of its students who may be care leavers;

The Assessment of Performance will underpin the University's Ambitions and Strategy relating to Access and Participation.

B. Ambition and strategy

Liverpool Hope seeks bright and promising students irrespective of background. Dedicated to the vision of its 19th century founding colleges to open up opportunities to those traditionally excluded from higher education, Liverpool Hope remains committed to enabling all its students to benefit from a sound University education that is research-informed.'

Ambition 2019 to 2024

Liverpool Hope is proud of its widening participation agenda which plays a fundamental role in the Mission and Values of this Institution. Despite considerable success in achieving our current ambitions, there is further work to be done. In the period covered by this Access and Participation Plan the University will seek to make significant strides towards developing a better understanding of its data in relation to target groups, and in particular unlock the barriers to student access, success and progression in the most disadvantaged and

underrepresented groups. The University has a clear strategic approach to resolving issues highlighted in our data, which are documented below.

> **1. To make significant improvements in the success of students from low participation and low socioeconomic groups.**

The University recruits more students from disadvantaged neighbourhoods than its benchmark; and we wish to continue or improve this success over the next five years. Over 90% of our priority recruitment schools can be found in low socio- economic areas and our outreach activities will continue to broaden in their geographical range in order to maintain or enhance the diversity of the student body. Through continued engagement with a range of schools, sixth form and FE Colleges in low participation neighbourhoods, the University will continue to achieve its targets for equal access for all. We work with our partner schools to enhance achievement and raise aspirations for students from primary to sixth form level.

The University has a well-established recruitment strategy which pays particular attention to students from low participation neighbourhoods and to those who are first time entrants to higher education. Liverpool Hope ensures that there are well defined opportunities to visit the University prior to arrival, either individually or in groups. Aside from Open House Days the recruitment team regularly organise visits to the campus for targeted groups of students; such visits are led by a current student and are intended to demystify arrival at Hope and to ease concerns of new students. Any student who contacts us to say that they cannot attend an Open House event due to finances is offered support to attend the day.

Analysis of our internal data has revealed that, despite our success in participation of students from the most disadvantaged backgrounds, these students are less likely to persist in higher education than other students. Whilst the HESA non continuation performance indicator shows an upward trajectory in our data between 2012/3 and 2015/6, with a reverse of this trend in 2016/7, our within academic year attrition has been reducing year on year since 2015/6. Furthermore, the gap between attrition rates for low participation and non-low participation students has closed in this period by 0.5%. Whilst we are pleased with this overall trend, the HESA performance indicator for non-continuation remains above the benchmark and this informs our ambition to reduce the attrition below the benchmark over the next five years. In order to fulfil this ambition the University will use its Enhanced Student Engagement Strategy to ensure that all students are retained, with particular support measures being tailored to the needs of each individual.

Five years ago, Liverpool Hope University developed a Student Success strategy which provided a framework for ensuring success from application to graduation and employment or further study. The strategy was based on the fundamental role of the personal tutoring system in student persistence. The Student Success strategy comprised activities in four areas - knowing students one by one; managing student expectations; academic experience; development and support services, including postgraduate study or employment. These activities had been established as those which ensure that students remain engaged and retained throughout their period of study and are particularly valuable to those from backgrounds unfamiliar with higher education. Whilst this plan yielded improvements in our retention the outcomes were not as far reaching as our ambitions dictate and in the 2017/8 academic year the University developed and implemented an Enhanced Student Engagement Strategy; all new entrants in this academic year were assigned to a personal tutor over the summer period who was aware of their risk through a newly developed electronic system called the Tutor Hub. The aim of the Hub was to enable personal tutors to identify and monitor issues with engagement and intervene at an earlier stage of the academic year in order to enhance student retention and reduce attrition. Tutors also have access to data about their student's engagement with day to day learner activities including their accession of information from our on line platforms, library and learning space engagement and submission of course work. Our plan over the next five years is to enhance the hub, extend to students in all levels of study and evaluate the effectiveness of the hub in supporting students and therefore reduce attrition.

A key aspect of the University approach to retention, over the last two academic years, has been a sustained attempt to provide academic tutors with a better understanding of their students so that staff are empowered to support and advise students from a more informed platform. The development of the tutor hub has been supported by the establishment of a Student Data Group. The group is empowered to monitor key data in relation to 'students at risk' and to intervene to reduce the risks for these students. The work of this group has been extensive and is already bearing fruit in improved internal data analyses; over the next five years the group will continue its supportive role and will extend its individualized interventions.

The University Learning Support Fund is money provided by the University to help students who need extra financial support because they have higher than expected costs or if unexpected situations arise. The assessment of applications is devised to ensure that those who are most in need or who may have to withdraw from the University due to financial reasons are prioritised. The criteria for support from the fund is agreed by a panel comprising academic, student support staff and the Student's Union and termly meetings are convened to ensure the money is being spent to the agreed benchmark. Whilst the Fund is available to all students, it will be particularly targeted to students from the most under-represented groups identified in the Access and Participation Plan at times when their financial hardship might otherwise lead to discontinuation of their studies.

Student persistence is impacted by many interacting factors and this means that as a University we need to support all our students with the challenges they face. However, there is particular focus on students who are more vulnerable including those from disadvantaged backgrounds, under-represented groups or those with disability. The Liverpool Hope Gateway is a state of the art building within which student services are centralized and focused. Student Development and Well-being is the central hub in the Gateway Building providing help and assistance to a wide range of students, with particular emphasis on those from vulnerable groups. Service provision comprises of a number of specialist teams each with a clear focus including supporting student mental well-being, enabling access and support for those with a disability, and facilitating the general health and well-being of the student population at Hope. The University has a clear policy regarding the reasonable adjustments and support available for disabled students, and satisfaction levels amongst disabled students at Hope exceeded national benchmarks in the vast majority of areas during the 2017 National Student Survey.

Help and advice in the central hub is also focused towards students from other vulnerable groups including care leavers, those estranged from their parents and young adult carers. The University recognises the potential challenges faced by those entering higher education from these groups and provides information to both prospective and current students via web-based resources, specific to each of these groups. The University also has a dedicated Student Well-being Officer who is the named contact and support link for both applicants and current students who fall into any of these categories. The Student Well-being Officer liaises with the Admissions Team to identify and make initial contact with applicants and new students in order to help ease their transition into Higher Education. This might include liaison with applicants' Local Authority and/or Social/Support Worker, arranging familiarisation visits to the University where requested, helping to facilitate all-year-round halls accommodation, and general signposting to other support services available, including any financial help available via the University's Student Support Fund.

The University will continue to support the central hub and use it as a focal point for students in priority groups to ensure a 'one stop' rapidly accessible support network is available to students who are most in need of support.

To continue to make significant improvements in the retention and success of degree outcomes for students from low participation areas and low socioeconomic groups the University will develop a peer-mentoring scheme targeted at supporting students from disadvantaged backgrounds. The scheme will work alongside and complement the existing Personal Tutoring system.

The current study skills programme will be extended and will support students from disadvantaged backgrounds to achieve success in degree outcomes.

There will be targeted access to the Learning Support Fund for students from disadvantaged backgrounds, where financial concerns may lead them to discontinue their studies.

The University will develop an Inspirational Leaders Speaker Series, which will focus on under-represented groups to enable them to realise their ambitions and achieve successful outcomes and progression into employment.

> **2. To make significant and sustained improvements in the participation of BME students, reduce the gap in good degree outcomes and improve progression to full time employment and further study for students in this under-represented group.**

The University is committed to the approach detailed in the OFFA 'Topic Guidance: BME'. To this end a whole institution approach is being taken to address identified issues in the BME student lifecycle. 90% of staff have undertaken Equality and Diversity training demonstrating the University's sustained commitment to supporting a diverse student and staff community. Some of the strategic approaches to closing the gaps for BME students are implicit in other areas of our Access and Participation strategies, including those for students from low participation backgrounds. We note that the OFFA guidance establishes that a 'range of social, economic, demographic and geographic factors need to be considered in order to better understand the extent of disadvantage individuals may face'. Therefore, in order to achieve our strategic aim of closing the gap in the participation, degree outcomes and access to employment and further study for BME students, the University has a clear plan to better understand barriers to access, success and progress for this group. The cornerstone of this approach is an Equality Challenge project "Increasing diversity: recruiting students from underrepresented groups"; this multi-year project aims to provide the University with a better understanding of the barriers for black and minority, ethnic, refugee (BAMER) students to entering the teaching profession. This initiative is delivered in conjunction with the local charity The Sheila Kay Fund. The barriers identified in this study will be used across the University to develop individual projects that will make a specific difference to Widening Participation amongst this group.

Of further note, although not transparent in our externally reported data, is the work carried out in the Network of Hope. Full- time students are registered at Holy Cross College, Bury in a collaboration between the University and two Sixth Form Colleges (Holy Cross and St Mary's, Blackburn) which delivers degree provision in these communities. This provision continues to open up access to underrepresented groups, particularly women of Asian heritage in Blackburn. Despite being taught and awarded from the University, BME students in the Network of Hope are not reflected in our externally published data contributing to the identified gap between Hope performance and National indicators in this area. Nevertheless, the University has a strategic aim to expand its Network of Hope provision over the next five years including provision of Foundation courses which will enhance access to degree courses. The Network of Hope students (and indeed all Hope students) have access to their own dedicated online Careers Centre via My Hope. Here they can follow an online tutorial, 'Academic Application Form: Personal Statements'. The tutorial provides students with an approach to answering particular questions and guides them through the process of writing an academic personal statement which assists them in providing evidence of their subject knowledge, study skills and time management skills.

The University is mindful of gaps in relation to progression to further study for BME students and intends to continue with its current support mechanisms for all students. Students are supported in their postgraduate applications by the Hope's Careers Advisers who give advice on completed applications. There is considerable flexibility in the approach to delivering such advice, including opportunity for telephone, face to face or Skype. All registered students, including the Network of Hope, have access to the Careers Blog which details the latest information on careers and employability, including postgraduate and PGCE course promotion events and workshops on application and interview advice.

To make significant and sustained improvements in the participation, success and progression of BME students, the University will continue with the ECU supported project, which, along with the work of the Data Team, will provide a better understanding to the barriers for success.

To improve retention and degree success, the University will develop Academic Writing Skills Workshops for students whose first language is not English.

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3. To increase access for mature students, closing the gap with younger age students.

Lowe and Cooke (2003) make the observation that 'In general, older students tend to make better choices and be more focused than younger students, but are more likely to be adversely affected by domestic commitments'. The University has considered carefully the 'Never too Late to Learn' publication published in 2012 by the NUS and Millions+. This document clearly identifies 'paucity of information' as one of the key factors adversely affecting both the decision to come to University and as a reason for non-persistence amongst the mature student cohort. Mature students welcome early timetable information and course materials; they value opportunities for social interaction organised through the Student Union. Furthermore, financial issues are of major significance to mature students, both availability of advice and access to support.

With these key findings in mind the University, as part of its recruitment strategy publishes clear and widely available information for students, and welcomes both formal and informal visits to the campus for the purpose of gathering information about the courses we have on offer. Financial support and guidance is available in the central Gateway hub for all students, with additional recognition being given to those students who have been identified as a priority for the University in this Plan. The publication of academic timetable and course handbooks take place at an early stage and before the commencement of the academic year. Liverpool Hope Students' Union (LHSU) plays a vital role in facilitating clubs and societies who provide a platform for students from underrepresented groups and has, therefore, been tasked with developing a social program for mature students. These societies are a vital support network for students who may face similar difficulties and they provide a vehicle for increasing the visibility of issues and fighting for positive change. LHSU's Afro-Caribbean Society and Disability Studies Society are examples of these groups and we believe that they should be incentivised to play an active role in both LHSU and University life, for example, with their presence at Open Days. In addition, LHSU has Part Time Officers, current students who are elected to represent others from a specific demographic; to listen to their needs, ideas and concerns and to bring them to LHSU to inform discussions with the University and to campaign to affect change, facilitated by a campaign budget that LHSU provides. The LHSU currently have an elected BME officer, a Disabled Students Officer, a Women's Officer, a Mature/Part Time Students Officer, and an LGBT+ Officer.

The University is in the final stages of developing a new partner in the Network of Hope at Carmel College in St Helens. This partnership will include delivery of foundation years as part of Hope's student numbers, and it is anticipated that a large proportion of the students enrolling will be mature thus making a significant contribution towards the University ambitions in relation to access for this underrepresented group. Furthermore, the opportunity for part-time enrolment will be increased at all campuses.

To increase access for mature students and to close access gap with younger students, the University will deliver a 'Progressing to University' program to Colleges for Access students or other mature students; this will include providing detailed support for application, including financial advice and will include attainment-raising strategies such as study skills workshops.

The University will offer specific Open House opportunities to mature students to enable them to visit the campus outside of traditional Open Days.

The University will look to increase opportunities for part time study on UG programmes and will trial some aspects of online delivery for some PG programmes.

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4. To reduce unemployment rates for disabled students and close the gap in access to full time employment.

The University has achieved success in access and continuation for disabled students, which are above or in line with benchmark. Good degrees, although appearing below the National benchmarks are in line with achievement for all students at Liverpool Hope.

The University therefore considers that is has been successful in support for disability throughout the student life cycle. The University welcomes applications from individuals with disabilities and ensures that appropriate support for these applicants is put in place in a timely manner. Prospective students are also invited to attend a presentation delivered during Open days and Open House Events regarding the support available for disabled students at the University. All disabled students have bespoke learning support plans and many have alternative arrangements for assessment to ensure that disability is not a barrier to success. In recognition of the additional support needed for students with disabilities at all stages of the lifecycle and the year-on-year increase in demand for help with mental health issues the University appointed a mental health worker and will continue to support this through Student Opportunity Funding. Following the changes to Disabled Students' Allowance (DSA), the University reviewed its overall approach to supporting students with disabilities including the Students' Union in that review. As a result inclusive Learning and Teaching approaches were adopted including accessible lecture formats with consistent approaches to PowerPoint use, and the introduction of a Lecture Capture pilot. Naturally, the University continues to meet its legal duties to make reasonable adjustments both on an individual level and on an anticipatory basis, particularly through the development of inclusive course design and learning and teaching methodologies. We intend, over the course of this Access and Participation Plan to extend the Lecture Capture technology across the University ensuring that both staff and students are confident in its use; Liverpool Hope has a highly successful Community of Practice focusing on inclusivity of the learning experience and this will continue to be supported. The Community of Practice consists of a group of academic staff who work together to share and disseminate good practice across the Institution. This Community is a focal point for activities going forward.

National data from AGCAS highlights that students with a disability or learning difficulty are less likely to be in full time employment than non-disabled graduates and are more likely to be unemployed. The higher proportion of disabled students has been a cause for concern for a number of years and as such the University has a clear strategy to focus on improving accessibility to employment for disabled students. Improved access to Careers resources has resulted from the recent physical relocation of the Employability Hub onto the ground floor which better facilitates disabled students' access to the service. If a student declares a disability or learning support need, extra time, in the form of a double careers appointment slot, will be offered and made available so that Careers Advisers have more time to support job applications and / or job searches during careers interviews. All Liverpool Hope Careers & Employability materials are produced in an accessible format.

This increased physical accessibility is now supported by the University's virtual 'My Career Centre' which has designated materials that help disabled students apply for employment and also give guidance on interviews and work place adjustments. In addition, the Careers and Employability Team work closely with Change 100, an organisation which brings together employers and disabled students/graduates resulting in paid work placement opportunities. Students with a disability are encouraged to make use of the Liverpool Hope Placement Service to gain work experience linked to their subject areas. The University will gain a better understanding of the barriers to employment for its disabled students as part of its annual processes. This will enable us to target interventions which will directly support the issues identified by the students themselves. These interventions, we anticipate, may focus on confidence building, preparation of *curricula vitae* and mock interviews specifically designed for students who have a disability. A Disability Internship Programme has been developed to enable students to gain paid work experience in Liverpool City Region businesses and the University will continue to support this over the course of this Access and Participation Plan. Disabled Graduates are also actively encouraged to apply for a place on the Hope Internship Programme which provides three month internships within the University.

Despite these positive and ongoing interventions a gap remains between the progression to full time employment for disabled compared to non-disabled students which must be addressed over the next five years through expansion of the existing measures to include more bespoke provision for students with a declared/undeclared disability. This will include an intervention focussed on barriers to employment to be arranged with internal and external speakers.

To reduce unemployment rates for disabled students and close the gap in access to full time employment the University will extend the Disability Internship Scheme. The Disability Internship Scheme and the

continued promotion of Change 100, will help to improve progression to employment. These measures, along with surveying disabled students about careers and employability, will enable the University to gain a better understanding of the barriers faced to gaining employment.

The Employability Hub will run themed weeks, which will include inspirational guest speakers, aimed at increasing students' career prospects.

> **5. To improve data collection in order to gain a better understanding of the number of students who may be from disadvantaged or under-represented groups.**

The University is concerned by the number of students whose background in relation to care leaving is classed as 'unknown' and will consider how a more complete set of information can be gathered in order to gain a better understanding of this metric. In order to ensure that any issues with access, success and progression for care leavers are addressed we first need to ensure that our intelligence in relation to care leavers in the student population is accurate and complete. The University will ensure that collection of information is reviewed in order to gain a more accurate picture of the number of care leavers in the student population.

To gain a better understanding of disadvantaged students and the barriers to access, success and progression, the University will introduce named data contacts in each department. The data contacts will firstly improve communication of data relating to underrepresented groups and secondly take responsibility for its discussion during the Annual Review and Enhancement process in the Faculties.

Graduate internships will be introduced to investigate barriers experienced by students in under-represented/less successful groups whilst at the University.

The work of the Student Data Group will be reviewed to ensure that the appropriate data is collected and analysed to support under-represented groups.

C. Collaborative working supporting access for students

The University sets out to maintain strong working partnerships with its stakeholders in order to establish relationships which benefit students at all stages of the lifecycle of University life.

Working with local community organisations

The Sheila Kay Fund supports a number of community based projects including funding for mentoring that 'supports young people who have been in care or leaving care to achieve high quality education and employment opportunities'. The University, will continue to apply to the fund to facilitate a number of events that aim to promote access to higher education for care leavers.

Partner schools and colleges

In order to improve access to HE through improved attainment for pupils, the University has developed partnerships with eleven primary schools involved in a project entitled 'Hope Challenge'; the University's target in this area is to increase the number of partner schools by at least one per year over the next five years. The University will continue to support and develop a range of activities with its partner Schools and Colleges.

Currently we provide a range of Key Stage 4 and 5 focused Information Advice and Guidance sessions, both on and off campus, designed to raise aspiration or attainment. The recruitment team work closely with Sefton EBP, coordinating on-site visits for students who may not have considered university previously. Many of these students come from disadvantaged backgrounds and will have no prior experience of the university habitus; events are supported by student ambassadors who act as mentors, relaying their own student journey and offering help and advice. Student Ambassadors are carefully selected to include representatives from low participation groups so that the ambassadors can act as role models that are relatable mentors to school/ college children. An Activity Guide details all of the talks/ workshops and subject conferences we

offer. These talks include sessions on revision skills as this is a priority for widening access and engaging students in further study. Transport incentives have been offered to priority schools from low socio-economic areas to ensure that their students are able to experience a visit day or subject conference irrespective of their background.

Recruitment activities are designed to complement National Collaborative Outreach Programme (NCOP) initiatives and support under-represented groups that do not fall within NCOP criteria. In the course of the next five years the University will continue to support and host collaborative events through the Merseyside arm of the NCOP, including the Children's University designed to raises aspiration by providing a glimpse of University life to primary school children. Liverpool Hope University will provide these opportunities not only at a sub-regional level but nationally with institutions that resonate with our distinctive ecumenical mission and foundation. This will involve collaboration with Diocesan Boards of Education and national bodies representing Church schools.

Liverpool Hope is an active partner in 'Shaping Futures', Merseyside's consortium for the OfS funded National Collaborative Outreach Program (NCOP). The program has been established to raise learner HE aspirations and progression rates within 25 targeted electoral wards in Liverpool City Region, in these wards progression to HE is lower than expected despite high historic GCSE attainment patterns. 'Shaping Futures' provides impartial HE related activities and progression advice to target learners in 43 priority secondary schools and across partner FE / 6th Form colleges. This is aligned to Liverpool City Region's Local Enterprise Partnership / Combined Authority economic priorities and is designed to complement and add value to the existing widening participation offers of the 12 'Shaping Futures' partner institutions. For example, two 'Shaping Futures' projects which are adding value locally are: 'Through the Eyes of Boys', an intensive outreach project working to raise HE aspirations amongst young males from lower socio-economic groups; and a pilot program of attendance at local community events to deliver HE aspiration messages (thereby expanding the scope of local HE outreach, by working together collectively as institutions under the umbrella of 'Shaping Futures'). An additional year of funding has been agreed and our involvement in these projects will be sustained until 19/20. Liverpool Hope continues to work within the consortium and has reached out to over 50% of the secondary schools and partner FE/6th Form Colleges.

The University has been a co-sponsor of Hope Academy (jointly with the Anglican Diocese and Catholic Archdiocese of Liverpool) between 2011 and early 2019. The intention of the University's co-sponsorship was to improve attainment in this important school in St Helens Local Authority and, after some post-merger difficulties, Hope Academy is now on an upwards trajectory. As a previous sponsor the University continues to provide academic support from its School of Teacher Education.

The University will continue to work in partnership with Holy Cross College in Bury and St Mary's College in Blackburn, The Network of Hope, and is in the process of extending its successful provision to include Carmel College, a Sixth Form College in St Helens which also serves the neighbouring local authority of Knowsley, currently without any A-Level provision and with the lowest attainment rate in England. Beyond the standard Network of Hope model of delivery of degrees, the work with Carmel College will involve providing HE advice and guidance to their students in dedicated space for Liverpool Hope University with the aim of raising aspirations and increasing access to Higher Education. The University is also in discussions with another member of the Network of Hope, St Mary's College, Blackburn, to deepen the relationship in several ways including closer links between the University's School of Teacher Education and the College to enhance student attainment. This will involve 16+ and HE and will come into operation during the 2017/18 academic year.

The Hope Challenge Program has been developed to support the work of Local Authorities and Her Majesty's Inspectors (HMIs) in working with schools in socioeconomic challenging circumstances and those judged as requiring improvement, across secondary, primary and special schools. Liverpool Hope University is working proactively with Local Authorities, regional HMIs and schools to lead North West collaboration with the aim of improving the life chances of children. This is primarily with primary schools, but does include some secondary provision, therefore working with pupils from early years to sixth form (3-18 years). Projects include reading, mathematics, attendance, science and spelling. Each individual school project has its own set of targets and Hope Challenge aims to help those schools achieve those targets.

Working with employers to support access

Liverpool Hope University's Hope Internship Programme (HIP) is a project to provide opportunities to recent Hope Graduates to secure graduate level, paid experience via three month internships based either at the University or within a regional business. When planning the program, the University took into account that in the 2013/14 DLHE survey, 9.7% of our disabled graduates were unemployed, (which is 2.2% higher than the national average). We have built into the program specific provision to attract participants protected by the Equality Act. The HIP bespoke application support service ensures participants are matched to the right opportunity and the program is designed to help make the transition into the workplace for a graduate level career.

Collaborative working with professional bodies

The University has been an active supporter of the Higher Education Liaison Officers' Association (HELOA), the professional body which supports initiatives and training for UK outreach and access staff in higher education. We see this as a useful body for cross-sector ideas and sharing of good practice in outreach and raising aspiration and we will continue our work with this association.

D. Monitoring of the plan and continuous improvement

The University Equality and Diversity Steering group is made up of a group of staff and student representatives from across the breadth of the University. Both academic and non-academic staff are included alongside representatives from trade unions. The steering group is diverse in its makeup and has the option to invite to its membership those from underrepresented groups. The Steering Group has a watching brief on government legislation in relation to equality and good practice in the HE and the wider public sector on equality and diversity issues; and recommend to Senior Management Team and Council actions required to ensure compliance with legislation. In addition, the group commission comparative and time series analyses of student data on equality and diversity. On the basis of analysis and monitoring of this data, the group make recommendations for areas requiring further review, in-depth analysis, or action. The Steering Group meets quarterly; at each meeting a series of papers are considered including data analyses, new or amended policies of relevance to equality and diversity and items of good practice identified within Faculties or working areas of the University.

The Steering Group will therefore play a leading role in monitoring the delivery of the plan by monitoring data and receiving regular activity reports from each of the University Faculties. In addition, the Group will share and disseminate good practice in relation to initiatives and developments. This group will ensure continuous improvement in relation to our Access and Participation ambitions as detailed in this Plan.

The Equality and Diversity Steering Group reports to University Council and the Plan is discussed at University Senate, therefore these significant University guiding bodies are fully engaged with the implementation of the Access and Participation Plan. Senate and Council are informed of initiatives to promote and embed equality across all areas of the University and are advised of actions that are required to ensure equality of opportunity, and to promote diversity. Furthermore, both of these governing bodies are briefed annually on the progress towards achieving the ambitions stated in the Access and Participation Plan and of any areas where further action is required. It is important to note that the University's Equality and Diversity objectives, which are set for a five year period, and formally reviewed annually by staff and students, are directly linked to the Access and Participation ambitions ensuring alignment of these ambitions with the University Equality and Diversity objectives. Specifically, the Steering Group will focus on actions related to groups with protected characteristics identified in our ambitions: the recruitment of male students; recruitment, attainment and progression to full time employment of BME students; graduate employment rates for disabled students; recruitment of mature students and continuation of students from low participation neighbourhoods should be priorities. The Steering Group will be mindful of the requirement to carry out Equality Impact Analysis on all University policies, procedures and functions to ensure that activities and support measures are systematically and thoroughly assessed. In particular, new or existing policy or

procedure is evaluated for its likely impact on a group of people. This is directly relevant to the Access and Participation Plan because of the possible implications of the planned activities on those with protected characteristics.

The University has chosen to evaluate the success of the Action and Participation plan using a logic model to assess the key activities, outputs and impacts of the actions it is undertaking. The Steering Group will use the model to monitor performance and evaluate the success of each of the activities detailed in the 2019-24 Action Plan to ensure continuous improvement, making timely interventions if necessary.

Consistent with its Mission, Liverpool Hope strives to be a University where the individual and individuality matter. We hold students, staff and visitors in high regard and we seek to foster a working and learning environment that recognises and respects difference. Hope is committed to developing a framework that ensures that equality and diversity are mainstreamed into the full range of its activities. This Access and Participation Plan therefore provides the framework for the implementation and co-ordination of a set of ambitions that will impact positively on those with protected characteristics. In developing the Access and Participation Plan the University has paid due regard to the Equality Act 2010 which offers protection across a number of 'protected characteristics'. These are race, gender/sex, disability, age, sexual orientation, religion or belief, gender reassignment, pregnancy and maternity, and marriage and civil partnership.

E. Student consultation and involvement

Student consultation on the Access and Participation plan took place at two levels. Firstly, with the student body; the University Student Sounding Board has expressed their support for the contents of the Plan. The Sounding Board includes a cross section of students from a range of backgrounds, subjects and levels of study. The Sounding Board members made some minor suggestions which we incorporated into the final documents. Secondly, the Student Union after consultation with its membership has commented on, and contributed to, a draft of the Access and Participation Plan. A number of changes were made as a result, including strengthening references to the elected officers of the SU (e.g. Disabled Students Officer, International Student Rep, BME officer, LGBT officer).The Student Union has ensured that its officers, including those focussed on BME, Disability and Mature/Part Time Students, have been able to comment on the draft. Through the involvement of the Student Union whose Vice President (Welfare) is a member of the Equality and Diversity Steering Group the student body will remain fully involved in the evaluation and monitoring of the implementation of the Plan.

Access, student success and progression measures: Action and Evaluation Plan for 2019-2024

	Activities during 2019-20	Objectives for activities (short term)	Method of Evaluation	Success measures 2019-2024	Outcome 2019 - 2024
1.	**To make significant improvements in the success of students from low participation and low socioeconomic groups.**				
a.	Develop a peer-mentoring scheme which is targeted towards students from low participation and low socioeconomic groups.	To mentor students using peers to provide extra support and advice. Mentoring will focus on confidence building and integration into University life.	Focus group to be set up and to meet monthly to collect student feedback for each activity. Interim report of progress on relevant data and student feedback to each meeting of University Learning and Teaching Committee and to Equality and Diversity Committee Questionnaire based survey for all relevant students on an annual basis. Annual monitoring of relevant data to assess improvement in student success and progression.	Non continuation following year of entry for students from low participation neighbourhoods to fall below the Location Adjusted Benchmark. Assessment of performance as per target T16a_05 in the Resource Plan. Success in degree outcomes to be consistent between all socioeconomic groups. Assessment of performance as per target T16a_11 in the Resource Plan. Positive feedback from students through focus group and Staff Student Liaison.	**Retention of students from low participation areas will improve.** **Students from low socioeconomic groups will be more successful.** Ref: Strategy to improve the success of students from low participation and low socioeconomic groups.
b.	Extend the recently introduced study skills programme to include sessions targeted at students from low participation and low socioeconomic groups.	To offer study skills support to include note taking, reading techniques, time management, organisation, revision, library and IT skills. Places are usually limited.			
c.	Support Fund for students in priority groups.	To aid retention and provide financial support for learning. *see further detail under 'Investment' in section F of this document.			
d.	Develop an Inspirational Leaders Invited Speaker Series focusing on under-represented groups.	To provide clear progression goals and long term career planning.			
2.	**To make significant and sustained improvements in the participation of BME students, reduce the gap in good degree outcomes and improve progression to full time employment and further study for students in this under-represented group.**				
a.	Continue the ECU supported project "Increasing diversity: recruiting students from underrepresented groups".	To gain a better understanding of the underrepresentation of males in Education and to use this understanding in the wider University context of other underrepresented groups. The University will work with potential and existing students to develop robust evidence of what the issues are and how to address them.	Focus group to be set up and to meet monthly to collect student feedback for each activity. Interim report of progress on relevant data and student feedback to each meeting of University Learning and Teaching Committee and to Equality and Diversity Committee.	Proportion of BME students to increase to 15% of the university population. Assessment of performance as per target T16a_12 in the Resource Plan. The attainment gap in good degree outcomes for BME students to be reduced to 0% (compared to the UK average of 14%).	**The participation of BME students will be significantly improved.** **The gap in good degree outcomes, for BME and non BME students will be reduced.** **Progression to full time employment and further study for students in**

b.	Develop Academic Writing Skills Workshops for students whose first language is not English.	To offer additional support in key aspects of confidence building, essay planning and understanding assessment and feedback for students for whom English is their second language.	Questionnaire based survey for all relevant students on an annual basis. Annual monitoring of relevant data to assess improvement in student success and progression. Specific to b. Evaluate the outcomes of the ECU project to inform further actions to increase the numbers of BME students.	Assessment of performance as per target T16a_13 in the Resource Plan. Progression to full time employment to be more closely matched to non BME students, closing to gap to a maximum of 5%. Assessment of performance as per target T16a_14 in the Resource Plan.	**this under-represented group will improve.** Ref: Strategy to make significant and sustained improvements in the participation of BME students, reduce the gap in good degree outcomes and improve progression to full time employment and further study for students in this under-represented group.
3.	**To increase access for mature students, closing the gap with younger age students.**				
a.	Deliver a 'Progressing to University' program to Colleges with Access students or other mature students.	To provide detailed support for application, including financial advice, including attainment-raising strategies such as study skills workshops.	Short term/ immediately after activity: Questionnaires to assess student feedback for each activity. Review attendance data for Open House. More widely, annual monitoring of data to assess improvement in access for students age 21+. Interim report of progress on relevant data and student feedback to each meeting of University Learning and Teaching Committee and to Equality and Diversity Committee. Specific to d. Specific course evaluation to be introduced for online delivery.	The proportion of mature entrants (over 21) to increase to be 50% of the intake in September 2020. Assessment of performance as per target T16a_16 in the Resource Plan. Feedback from mature students applying to the University through questionnaires to applicants.	**Access for mature students will improve, reducing the gap with younger students.** Ref: Strategy to increase access for mature students, closing the gap with younger age students.
b.	Offer specific Open House opportunities to mature students	To enable mature students to visit the campus outside of traditional Open Days. The University will tailor information to the specific needs of mature students.			
c.	Increase opportunities for part time study on UG programmes.	'92% of part-time students are mature' (The Power of Part-time UUK). Therefore increasing flexibility of part-time offerings will be more attractive to mature students.			
d.	Introduce a trial of aspects of online delivery as parts of some PG awards.	To provide more flexible learning options for mature students who are combining study with career or family commitments.			
4.	**To reduce unemployment rates for disabled students and close the gap in access to full time employment.**				
a.	Extend the Disability Internship Scheme.	To allow disabled students to carry out work placements in bespoke roles establishing confidence in the workplace.	Extend the regular Disabled students survey to include questions about careers and employability so that we can better evaluate the success of these interventions. The results of	Unemployment rates of disabled students will decrease. Progression into full time employment will be the same for disabled and non-disabled students.	**Unemployment rates for disabled students will decrease.** **Progression into full time employment will be the same for disabled and non-disabled students.**
b.	Continue promotion of Change 100 with increased input from the Learning Support Team.	As above, this scheme brings together employers and graduates/ students through paid work place opportunities with the intention of confidence building and establishing work place experience.			

c.	To ensure accessibility of careers materials to all students.	Create guidance materials in a range of formats to promote careers and employability services	this survey are reported to University Committees as appropriate.	Assessment of performance as per target T16a_15 in the Resource Plan.	Ref: Strategy to reduce unemployment rates for disabled students and close the gap in access to full time employment.
d.	Run a themed week in the Employability Hub	To provide increased access to careers and employability services for students with declared and undeclared disability. Internal and external invited speakers will provide inspiration for students in terms of career goals.	Interim report of progress on relevant data and student feedback to each meeting of University Learning and Teaching Committee and to Equality and Diversity Committee. More widely, annual monitoring of data to assess improvement in disabled student's progression to full-time employment.		
5.	**To improve data collection in order to gain a better understanding of the number of students who may be from disadvantaged or under-represented groups.**				
a.	Review data collection and analysis.	The University will review the work of the Student Data Group to ensure that appropriate data is collected and analysed with efficiency.	Interim report of progress relevant data and student feedback on all above points to each meeting of University Learning and Teaching Committee and to Equality and Diversity Committee. Associated annual monitoring of data to assess the success of our interventions detailed in the Plan. Specific to b. Research report from the graduate interns to will be presented to appropriate University fora including Equality and Diversity Steering Group Annual Review and Enhancement process in the Faculties to include review of available data. Engagement group to keep content of tutor hub under review.	Routine reporting and reflection on all data relating to underrepresented groups. Awareness of underrepresented groups and the barriers to their success.	**To improve data collection in order to gain a better understanding of the number of students who may be from disadvantaged or under-represented groups.** Ref: Strategy to make significant improvements in the success of students from low participation and low socioeconomic groups Ref: Improved data collection in order to gain a better understanding of the number of students who may be from disadvantaged or under-represented groups.
b.	Establish research group to review data requirements for support.	In order to better understand the barriers experienced by students in under-represented/less successful groups whilst at the University the University will employ graduates interns on a research project to delineate areas in which support is most appropriate and produces the best outcomes. This is a key project that will help us evaluate all of our strategies during the first year of the plan.			
c.	Extend the Tutor Hub to include students in all years of Undergraduate and Postgraduate Study.	This will ensure that tutors have access to the most appropriate and relevant information about their students and can act quickly in risk situations			

F. Investment

The University uses the Value for Money principles of economy, efficiency and effectiveness to ensure that all of its resources are carefully targeted to provide a top class student experience in line with University objectives. Liverpool Hope spends approximately 20% of its expenditure each year on access, success, progression and financial support for the student body. These areas are prioritised within the annual budget process to protect the funding. In 2019/20 the University expects to spend circa £9.6 million on investment in these areas of which approximately £1.755 million will be to support the aims and objectives of the Access and Participation plan.

	2019/20 APP Investment £000	% of Higher rate income
Access Investment	525	4.5
Success Investment	900	7.7
Progression Investment	75	0.6
Financial Support	255	2.2
Total	1,755	15

The University undertakes to spend a minimum of 15% of its higher rate income each year on the target groups and initiatives identified within the action plan for 2019/20 to ensure that the University achieves its access and participation plan objectives. As these plans continue to evolve and further initiatives develop it is possible that the investment may move slightly between categories, but the overall commitment to the 15% remains the same.

Student Financial Support

The financial support included within the Access and Participation Plan is in the form of hardship funds for students facing financial difficulty.   The University has established a 'Student Support Fund' which provides payments to students in financial need.   In order to ascertain whether a student is eligible to receive financial support from the fund, they are required to complete an application form and provide evidence of their income and outgoings. This ensures that money is only distributed to those students in genuine need.   Funding may be required to deal with on-going financial issues or to assist with a one off financial emergency.   The applications are assessed by the Student Finance team and the costs are closely monitored and kept within a separate code. Reports on the utilisation of the fund are provided to the Student Finance Committee each term. This includes information on the number of applications by student category for example care giver, lone parent. Additional funding is sought from the Vice Chancellor if required. In order to evaluate the benefit of the funding, the successful students are sent a short questionnaire to assess the difference the funding makes to them and to identify any improvements required in the allocation process.   These results are reported back to the Student Finance Committee.

G. Provision of information to students

Liverpool Hope University will publish its full Access and Participation Plan and fee levels on its institutional website and will provide details of its financial support package to UCAS and the Student Loans Company in order for applicants to make informed judgements. All applicants will be issued with clear details of fee levels and financial support available. The University has a Student Support Fund available to support students in hardship. An application form is available and this should be completed and returned to the finance team with the relevant supporting documentation and an assessment will take place. The form makes it clear that the application cannot be processed without all the required documentary financial evidence.

The Student Union at Hope are involved in the activities of the University in widening participation, retention and student success, and the University welcomes their involvement in the activities and in the evaluation of the successful implementation of our Action Plan.

Revised August 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 University reserves the right in limited circumstances to increase the level of annual tuition fees for 2019/20 entrants in the second and subsequent years of study. Any increase would be limited to an inflation rise and linked to RPI/CPI in accordance with government guidelines and within the maximum cap.		
Full-time course type:	**Additional information:**	**Course fee:**
First degree		£9,250
Foundation degree		*
Foundation year / Year 0		*
HNC / HND		*
CertHE / DipHE		*
Postgraduate ITT		£9,250
Accelerated degree		*
Sandwich year		*
Erasmus and overseas study years		*
Other		*
Franchise full-time course type:	**Additional information:**	**Course fee:**
First degree		*
Foundation degree		*
Foundation year / Year 0		*
HNC / HND		*
CertHE / DipHE		*
Postgraduate ITT		*
Accelerated degree		*
Sandwich year		*
Erasmus and overseas study years		*
Other		*
Part-time course type:	**Additional information:**	**Course fee:**
First degree		£4,625
Foundation degree		*
Foundation year / Year 0		*
HNC / HND		*
CertHE / DipHE		*
Postgraduate ITT		*
Accelerated degree		*
Sandwich year		*
Erasmus and overseas study years		*
Other		*

								Yearly milestones (numeric where possible, however you may use text)					
Reference number	Stage of the lifecycle (drop-down menu)	Main target type (drop-down menu)	Target type (drop-down menu)	Description (500 characters maximum)	Is this a collaborative target? (drop-down menu)	Baseline year (drop-down menu)	Baseline data	2018-19	2019-20	2020-21	2021-22	2022-23	Commentary on your milestones/targets or textual description where numerical description is not appropriate (500 characters maximum)
T16a_01	Access	State school	**HESA T1a** - State School (Young, full-time, first degree entrants)	Young, full-time, first degree entrants from state schools	No	2013-14	98.8% against location-adjusted benchmark of 97%	97-99%	97-99%	n/a	n/a		The University does not believe that this measure reflects its work in WP and is therefore discontinuing it as a target after 2019-20
T16a_02	Access	Socio-economic	HESA T1a - NS-SEC classes 4-7 (Young, full-time, first degree entrants)	Young, full-time, first degree entrants from NS-SEC classes 4-7	No	2013-14	41.8% against location-adjusted benchmark of 40.9%	n/a	n/a	n/a	n/a		HESA are no longer publishing this as a PI from 2017 and therefore it will not be possible to maintain as a milestone
T16a_03	Access	Low participation neighbourhoods (LPN)	**HESA T1a** - Low participation neighbourhoods (POLAR3) (Young, full-time, first degree entrants)	Young, full-time, first degree entrants from Low Participation Neighbourhoods	No	2015-16	20.6% against location-adjusted benchmark of 17.4%	20-25%	20-25%	20-25%	20-25%		The University intends to continue to beat the benchmark and has set a higher range from 2018. No longer required, incorporated in new target.
T16a_04	Other/Multiple stages	Disabled	**Other statistic** - Disabled (please give details in the next column)	Total number of undergraduate students with declared disability	No	2014-15	16% of registered undergraduate students in 2014/15 had declared a disability	16%	16%	16%	16%		The University intends to maintain its high percentage of students with a disability (the national figure in 2014/15 was 10%); note the former target of students with DSA is no longer relevant given the changes to eligibility. No longer required, incorporated in new target.
T16a_05	Student success	Low participation neighbourhoods (LPN)	**HESA T3b** - No longer in HE after 1 year & in low participation neighbourhoods (POLAR 3) (Young, full-time, first degree entrants)	Continuation of young, full-time, first degree entrants from Low Participation Neighbourhoods after 1 year	No	2013-14	10.4% against benchmark of 9.0%	6-8.5%	6-8.5%	6-8%	6-8%		The University intends to beat the benchmark and this target has been tightened given its strategic importance to the University.
T16a_06	Student success	Multiple	**HESA T3a** - No longer in HE after 1 year (All, full-time, first degree entrants)	Continuation of all, full-time, first degree entrants after 1 year	No	2012-13	8.6% against benchmark of 8.0%	6.5-8%	6-7.5%	6-7.5%	6-7.5%		The University intends to beat the benchmark and this target has been tightened given its strategic importance to the University. No longer required, incorporated in new target.
T16a_07	Student success	Mature	**HESA T3a** - No longer in HE after 1 year (Mature, full-time, first degree entrants)	Continuation of mature, full-time, first degree entrants after 1 year	No	2013-14	10.8% against benchmark of 12.3%	9-12%	9-12%	9-12%	9-12%		The University intends to beat the benchmark and has tightened the target from 2017 onwards. No longer required, incorporated in new target.

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

T16a_08	Student success	Multiple	**HESA T5** - Projected degree (full-time, first degree entrants)	Neither award nor transfer projected	No	2013-14	11.8% against benchmark of 11.5%	8-11%	8-10%	8-10%	8-10%		The University intends to beat the benchmark. No longer required, incorporated in new target.
T16a_09	Other/Multiple stages	Other (please give details in Description column)	**Other statistic** - Other (please give details in the next column)	To establish targets for recruitment of male students, recruitment and attainment of BME students and graduate employment rates for disabled students	No	2014-15	Milestone is to establish targets by July 2018	n/a	n/a	n/a	n/a		Little progress in 2016/17 due to staff lead in this area on Maternity Leave, so reset for 2017/18. No longer required, incorporated in new target.
T16a_10	Multiple	Attainment raising	**Other statistic** - Other (please give details in the next column)	To improve attainment for pupils in the eleven partner primary schools involved in Hope Challenge and increase the number of partners	Yes	2016-17	Increase number of partner schools from baseline of 11 in 2016/17	13	14	15	16		The University will increase the number of schools in its partnership by one school in each year covered by the Plan.
T16a_11	Success	Socio-economic	**Other statistic** - Other (please give details in the next column)	Internal data to measure the good degree outcomes for students from socioeconomic groups 4-7 to ensure that these outcomes are as good as, or better than, students from non low socioeconomic groups. Maintain good degrees at 66% or better for NS SEC 4-6 or better	No	2016-17	66%	66%	66.%	66.5%	66.5%	67%	The University wishes to improve good degree outcomes for all students, and therefore wishes to ensure that changes are reflected for all student groups.
T16a_12	Access	Ethnicity	**Other statistic** - Other (please give details in the next column)	Internal data to measure the access for BME students which should be 15% of student population.	No	2016-17	10%	11%	12%	13%	14%	15%	
T16a_13	Success	Ethnicity	**Other statistic** - Other (please give details in the next column)	Internal data to measure the success of BME students, attainment gap to be reduced to 0% against a national indicator of 14%.	No	2016-17	7%	0%	0%	0%	0%	0%	
T16a_14	Progression	Ethnicity	**Other statistic** - Other (please give details in the next column)	Internal data to measure the progression to full time employment for BME students, gap in progression to full time employment to be <5%	No	2015-16	18%	15%	12.5%	10%	7.5%	5%	
T16a_15	Progression	Disabled	**Other statistic** - Other (please give details in the next column)	Internal data to measure progression to full time employment for disabled students. To close the gap in progression to full time employment for disabled and non disabled students.	No	2015-16	8.8%	3%	2.5%	2.0%	1.5%	0%	
T16a_16	Access	Mature	**Other statistic** - Other (please give details in the next column)	Internal data to measure the access for mature students, mature students (age 21 +) to increase to 50% of cohort.	No	2016-17	44%	44%	46%	47%	48%	50%	

								Yearly milestones (numeric where possible, however you may use text)					
Reference Number	Select stage of the lifecycle	Main target type (drop-down menu)	Target type (drop-down menu)	Description (500 characters maximum)	Is this a collaborative target?	Baseline year	Baseline data	2018-19	2019-20	2020-21	2021-22	2022-23	Commentary on your milestones/targets or textual description where numerical description is not appropriate (500 characters maximum)
T16b_01	Access	Multiple	Outreach / WP activity (collaborative - please give details in the next column)	One interaction or more with geographically appropriate schools and colleges within the Merseyside Network for Collaborative Outreach. Target - 50% of schools/colleges to be interacted with by the Network	Yes	Other (please give details in Description column)	n/a	n/a	n/a	n/a	n/a		This is an absolute milestone and not one that is able to be detailed in the previous columns

Table 8b - Other milestones and targets.