



2019-20 access and participation plan monitoring

Provider impact report

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

1. Ambition and strategy

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

Liverpool Hope is proud of its widening participation agenda which plays a fundamental role in the Mission and Values of this Institution. 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.'

In the period covered by the 2019/20 Access and Participation Plan the University sought 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 areas of focus for the University were:

- To make significant improvements in the success of students from low participation and low socioeconomic groups
- To make significant and sustained improvements in the participation of BAME 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.
- To increase access for mature students, closing the gap with younger age students.
- To reduce unemployment rates for disabled students and close the gap in access to full time employment.
- 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.

2. Self-assessment of targets

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

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

Any optional commentary provided against the targets is given in [Annex B](#).

Statistical targets and milestones

Reference Number (lifecycle stage)	Description	Baseline year	Baseline data	2018-19 milestone	2019-20 milestone	Units of target	Comparison year	Actual performance in comparison year	Target self-assessment
T16a_01 (Access)	Young, full-time, first degree entrants from state schools	2013-14	98.8% against location-adjusted benchmark of 97%	97-99%	97-99%	Percentage	2019-20	98.5	Expected progress
T16a_02 (Access)	Young, full-time, first degree entrants from NS-SEC classes 4-7	2013-14	41.8% against location-adjusted benchmark of 40.9%	n/a	n/a	N/A (see description / commentary)	2019-20	0	Expected progress
T16a_03 (Access)	Young, full-time, first degree entrants from Low Participation Neighbourhoods	2015-16	20.6% against location-adjusted benchmark of 17.4%	20-25%	20-25%	Percentage	2019-20	23.4	Expected progress
T16a_04 (Other/Multiple stages)	Total number of undergraduate students with declared disability	2014-15	16% of registered undergraduate students in 2014/15 had declared a disability	16%	16%	Percentage	2019-20	25	Expected progress
T16a_05 (Student success)	Continuation of young, full-time, first degree entrants from Low Participation Neighbourhoods after 1 year	2013-14	10.4% against benchmark of 9.0%	6-8.5%	6-8.5%	Percentage	2019-20	16.7	No progress
T16a_06 (Student success)	Continuation of all, full-time, first degree entrants after 1 year	2012-13	8.6% against benchmark of 8.0%	6.5-8%	6-7.5%	Percentage	2019-20	10.4	No progress
T16a_07 (Student success)	Continuation of mature, full-time, first degree entrants after 1 year	2013-14	10.8% against benchmark of 12.3%	9-12%	9-12%	Percentage	2019-20	13.6	Expected progress
T16a_08 (Student success)	Neither award nor transfer projected	2013-14	11.8% against benchmark of 11.5%	8-11%	8-10%	Percentage	2019-20	9.8	Expected progress

T16a_09 (Other/Multiple stages)	To establish targets for recruitment of male students, recruitment and attainment of BME students and graduate employment rates for disabled students	2014-15	Milestone is to establish targets by July 2018	n/a	n/a	N/A (see description / commentary)	2019-20	0	Expected progress
T16a_10 (Multiple)	To improve attainment for pupils in the eleven partner primary schools involved in Hope Challenge and increase the number of partners	2016-17	Increase number of partner schools from baseline of 11 in 2016/17	13	14	N/A (see description / commentary)	2019-20	150	Expected progress
T16a_11 (Success)	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	2016-17	66%	66%	66%	Percentage	2019-20	77.7	Expected progress
T16a_12 (Access)	Internal data to measure the access for BME students which should be 15% of student population.	2016-17	10%	11%	12%	Percentage	2019-20	13.7	Expected progress
T16a_13 (Success)	Internal data to measure the success of BME students, attainment gap to be reduced to 0% against a national indicator of 14%.	2016-17	7%	0%	0%	Percentage	2019-20	16	No progress
T16a_14 (Progression)	Internal data to measure the progression to full time employment for BME students, gap in progression to full time employment to be <5%	2015-16	18%	15%	12.5%	Percentage	2019-20	10	Expected progress
T16a_15 (Progression)	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.	2015-16	8.8%	3%	2.5%	Percentage points	2019-20	4	Limited progress
T16a_16 (Access)	Internal data to measure the access for mature students, mature students (age 21 +) to increase to 50% of cohort.	2016-17	44%	44%	46%	Percentage	2019-20	39.2	No progress

Other milestones and targets

Reference Number (lifecycle stage)	Description	Baseline year	Baseline data	2018-19 milestone	2019-20 milestone	Units of target	Comparison year	Actual performance in comparison year	Target self-assessment
T16b_01 (Access)	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	Other (please give details in Description column)	n/a	n/a	n/a	N/A (see description / commentary)	2019-20		Expected progress

3. Investment commitments

3.1. Access and participation investment for the last audited year

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

Financial year	2019-20		
	Predicted spend (£)	Actual spend (£)	Difference (ppt)
Access investment	£525,000.00	£961,000.00	83%
Financial Support	£255,000.00	£241,000.00	-5%

4. Action plan


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

Reference Number	Steps that will be taken in the future to make expected progress against target
T16a_05	The University will continue with the commitment to develop a peering mentoring scheme and aim to improve the uptake of the study skills programme sessions, both targeted at students from low participation areas. Additional steps included in the 2020-25 Plan are to continue with the Inspirational Leaders Invited Speaker Series focusing on under-represented groups.
T16a_06	This target is from 2018 Access Agreement and does not refer to a priority group. This is no longer relevant.
T16a_13	Expand Academic Writing Skills Workshops for students whose first, or common language at home, is not English in order to offer additional support in key aspects of confidence building, essay planning and understanding assessment and feedback. Apply for funding of case study based projects from e.g. Sheila Kay Fund.

T16a_15	<p>The University will continue with its commitments to extend the Disability Internship Scheme and continue the promotion of Change 100 with increased input from the Learning Support Team. Furthermore, the University will ensure that all careers materials is accessible to all students.</p> <p>The Inspirational Leaders lecture series will resume 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.</p>
T16a_16	<p>To provide detailed support for application, including financial advice, including attainment-raising strategies such as study skills workshops.</p>

5. Confirmation

Liverpool Hope University confirms that:

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

Annex A: Commentary on progress against targets

Liverpool Hope University's commentary where progress against targets was less than expected.

Target reference number: T16a_05
How have you met the commitments in your plan related to this target?
<p>The commitments in the Plan are stretching and ambitious and as such have been developed to see improvements over a five year period. The commitments are therefore also included in the 2020-25 Plan. The commitment to develop a peering mentoring scheme targeted at students from low participation backgrounds was hampered by the covid situation and campus access being limited.</p> <p>The uptake of the study skills programme sessions targeted at students from low participation areas has been limited.</p> <p>The Learning Support Fund for students in priority groups was expanded and further funding was made available for mental health support. Additional funding was used to provide students with IT equipment and internet access.</p>
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
<p>Counselling services have been extended and daily welfare calls have been made to students in isolation.</p> <p>Emergency regulations were put into place and the mitigating circumstances policy was relaxed. Students were given a wider assessment window.</p>

Target reference number: T16a_06
How have you met the commitments in your plan related to this target?
<p>This target is from 2018 Access Agreement and does not refer to a priority group. The 2020 Plan has further defined non continuation priority groups. This specific target is no longer relevant.</p>
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
<p>This target is from 2018 Access Agreement and does not refer to a priority group. The 2020 Plan has further defined non continuation priority groups. This specific target is no longer relevant.</p>

Target reference number: T16a_13
How have you met the commitments in your plan related to this target?
<p>The commitments in the Plan have been hampered by the limitations placed on the University due to the covid pandemic.</p> <p>The University will continue to work with potential and existing students to develop robust evidence of what the issues are and how to address them. It will also develop additional support sessions for students whom English is their second language.</p>

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

A Community of Practice has been formed between staff and students to ensure that the curriculum continues to be inclusive.
The Learning Support Fund gave additional financial support for IT equipment and internet access.

Target reference number: T16a_15

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

The commitments in the Plan to extend the Disability Internship Scheme and continue promotion of Change 100 with increased input from the Learning Support Team, were hampered due to the covid situation. The lack of access to the campus and internship schemes being unavailable with employers made these commitments challenging.

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

The online platform 'My Careers Centre' was developed to include custom pages for disabled students, containing information and links to a range of support services, programmes and events targeted at disabled students.

Target reference number: T16a_16

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

Some of the commitments in the Plan had to be adapted due to the limitations placed on the University by the covid pandemic. Focus groups were set up with mature learners to understand perceived barriers to Higher education. This helped to shape the Mature Learner Strategy. The Strategy included the development of a website hub, social media information days and the creation of a mature learners information guide.
The 'Progressing to University' commitment in the Plan was adapted through the Mature Learner Strategy. Instead of having Open House opportunities for mature students, specific areas were made available to them during Virtual Open Days.
The University has also been reviewing its curriculum offerings to include more flexible approaches in delivery, in particular with online delivery of PG and CPD awards.

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

The Recruitment Team have audited all promotional material and communications to ensure they are accessible for mature learners. Advertising features now include case studies with a focus on the success of mature students.

Annex B: Optional commentary on targets

Liverpool Hope University's commentary on any of the targets listed in [Section 2](#).

Reference Number	Optional commentary
T16a_01	This target is from 2018 Access Agreement and is no longer relevant to the 2019 targets so it will be discontinued. (Data source HESA PI T1a)
T16a_02	This target is no longer relevant as NS SEC data stopped being published in 2017 (see https://www.hesa.ac.uk/data-and-analysis/performance-indicators/changes) This target is from the 2018 Access Agreement. (Data source HESA PI T1a)
T16a_03	This target is from 2018 Access Agreement and is no longer relevant to the 2019 targets so it will be discontinued. (Data source HESA PI T1a)
T16a_04	This target is from 2018 Access Agreement and looks at all undergraduate students with a disability. (Data source Business Objects report - Equal Opportunities Student Registrations and Overview)
T16a_05	This target is from 2018 Access Agreement. (Data source HESA PI T3b)
T16a_06	This target is from 2018 Access Agreement and does not refer to a priority group. The 2020 Plan has further defined non continuation priority groups. This specific target is no longer relevant. (Data source HESA PI T3a)
T16a_07	This target is from 2018 Access Agreement. (Data source HESA PI T3a). The University continues to exceed its benchmark which is 14.3% in 2018/19 Performance Indicators.
T16a_08	This target is from 2018 Access Agreement and does not refer to a priority group. It is no longer required and will be discontinued. (Data source HESA PI T5)
T16a_09	This target is from the 2018 Access Agreement. This is a multiple target and is no longer required. The targets have been separated in the 2019 APP.
T16a_10	Hope Challenge was adapted from it's usual model due to covid and instead of completing projects, work was undertaken with 150 teacher trainees to raise attainment in reading. Moving forward these targets need to reflect projects rather than schools.
T16a_11	This target is no longer relevant as NS SEC data stopped being published in 2017 (see https://www.hesa.ac.uk/data-and-analysis/performance-indicators/changes)
T16a_12	Used APP Dashboard Data (APP2021Mar_10003956.csv)
T16a_13	Used APP Dashboard Data (APP2021Mar_10003956.csv)
T16a_14	Used APP Dashboard Data (APP2021Mar_10003956.csv)
T16a_15	Used APP Dashboard Data (APP2021Mar_10003956.csv)

T16a_16	This target needs to be further defined. The 2019 Plan did not limit targets to First Degree students, but included all mature entrants. The 2020 APP has been changed to reflect First Deg students only, which for 2019/20 is 18.2% (APP Dashboard Data (APP2021Mar_10003956.csv)). This is above the target of 14% for 2020/21 in the 2020 APP.
T16b_01	This target has been achieved The University has engaged with 39 of the 51 schools with in the Merseyside NCOP Shaping Futures programme.