

1. Introduction

The University of Huddersfield (UoH) is a campus based post-1992 institution in West Yorkshire and our strategic approach to APP is informed by our geographical and socio-economic context. Huddersfield town lies within the Kirklees Metropolitan District Council area, which is recognised as one of the most socio-economically deprived areas in the UK: 2019 EIMD data ranks Kirklees as 81st (out of 317) for the most deprived local authorities in England. Analysis of our full-time undergraduate home entrants' demographics indicate that 65% are from EIMD1&2 households against a proportion of 44% for all registered English HEPs, the majority commuting from the family home to study (77% of our home entrants compared to the sector average of 45%). Our home undergraduate population is diverse with 42% from minority ethnic groups, including 24% of our population from Pakistani heritage. 84% of our minority ethnic and 87% of Pakistani heritage students are from EIMD1&2 households, the most deprived in the UK.

Although the major cities of Manchester, Leeds and Sheffield are geographically within 30 miles of Huddersfield, there are cultural, social, economic and transit barriers to accessing education and work in these areas. This makes the UoH a positive choice for our local community but can impair graduate access to the widest range of highly skilled employment. 13% of our student body is international and we have welcomed students from 126 countries over the last four years. Of our non-UK students, 74% come from low or low-middle income nations as classified by the World Bank. This blend of a diverse home and international population makes for a rich cultural environment where we strive to deliver equality of opportunity for all our students.

Widening access to HE is a priority area for the University, building on our long history of education driving social change. In 2021, 19.4% of Kirklees residents identified their ethnic group within the "Asian, Asian British or Asian Welsh" category, up from 16% in 2011. The 3.4 percentage-point change was the largest increase among high-level ethnic groups in this area. People who identified as "Black, Black British, Black Welsh, Caribbean or African" increased from 1.9% in 2011 to 2.3% in 2021. Our recruitment from Asian and Black heritage families exceeds the local profile, demonstrating a positive impact of our approach to widening access, and overall. Our Access data is strong, and we work in partnership with [Go Higher West Yorkshire](#) (GHWY), a formal consortium of diverse HE providers which we fund to enable collaboration on reducing inequalities in access to and success in higher education

The current [University Strategy Map \(2018 to 2025\)](#) sets out its vision of being "an inspiring, innovative University of international renown" and equality of access, participation and progression is threaded throughout the plan, and our 'Inspiring' objectives and KPIs explicitly target differential achievement and student outcomes, which is set out in more detail in the Teaching and Learning Strategy (Figure 1).

Our Teaching and Learning Strategy is underpinned by our ethos of academic excellence providing outstanding teaching in an inclusive, authentic and enriching learning community, where every individual is valued and supported towards achieving their potential. This allows us to take highly targeted approaches to continuation, completion and attainment, within a supportive institutional framework. We challenge our students to extend their learning in real world situations, supported by lectures, seminars, workshops and lab-work, and promote critical reflection and a strong engagement with underpinning theory and research, based on an understanding that personalised student-centred teaching is critical to success. **Our success in this was validated in the 2023 TEF exercise where we were awarded Gold, including Gold against Student Outcomes and Student Experience.**

Figure 1 - Teaching and Learning Strategic Plan



The disadvantaged nature of our student demographic and awarding gaps is well understood at UoH. Early investigation into differential achievement through the Intervention for Success project in 2018 was awarded the Guardian University Award, and the SCUTREA Social Justice Prize. This project laid the foundations for the Huddersfield Differential Attainment Project (HuDAP) which won the THE 2022 award for *Outstanding work in equality, diversity and inclusion*. The use of data to identify priority groups is long-standing and embedded practice and HuDAP exemplifies this. It presents attainment data at departmental and course level and scrutinises it against a range of student characteristics. Insight from this process is used to target specific and context-driven interventions, placing agency for action with course leaders while maintaining overarching institutional strategies for change.

This approach impacted directly on one of the University’s strategic goals of no statistical difference for retention, highly skilled employment and degree classification across all characteristics. Work towards meeting this goal is threaded through teaching and learning activity and initiatives across all Schools and Services, and in 2020-21 OfS data confirmed that there were no statistically significant gaps in student attainment for students of Black, mixed or other heritage once benchmarked, a narrowing attainment gap for students of Asian heritage, and no statistically significant gaps across all ABMO characteristics for student continuation and progression. Judges for the THE 2022 award described HuDAP as a “*particularly robust approach to tackling the awarding gap which is a pernicious and longstanding sector challenge. Huddersfield showed clear institutional leadership and accountability, and it developed a creative, coordinated approach that included a range of aligned interventions*”. The THE Impact Rankings 2024, which measures global universities’ progress towards the United Nations’ Sustainable Development Goals, placed the University of Huddersfield 2nd in the world out of 1,108 institutions against SDG 10 for reducing inequalities (1st in the UK), and in the top 60 out of 1149 institutions against SDG 8 for Decent Work and Economic Growth. The University holds the Athena Swan Bronze Award and the Race Equality Charter and is currently concluding work to achieve the University Mental Health Charter Award.

HuDAP informs our interventions, and these are discussed throughout the APP. However, it must be recognised that these are part of a whole-provider approach aimed at enhancement of student outcomes for all; our established activities and interventions which we describe as Foundations of Student Success students are summarised in [Section 5 – Whole Provider Approach](#). Taken together, these initiatives and interventions provide a rich environment where staff work in collaboration with students, the Students’ Union and across academic Schools and professional Services, placing students at the heart of teaching and learning, and developing with them a well-structured and supported pathway to personal success.

2. Risks to equality of opportunity

UoH has considered all stages of the student lifecycle, from access to progression, with an assessment of performance associated with a range of student characteristics (shown in Annex A). Figure 2 summarises the groups with the most significant risk to equality of opportunity during key lifecycle stages. Key characteristics are:

- Socio-economic disadvantage
- Ethnicity
- Prior qualifications on entry
- Experience of care
- Disability – especially students reporting a mental health condition and social and communication impairment

Figure 2: Groups at risk of disadvantage linked to stage in student lifecycle

Large groups supported by university-wide strategies for success						
At Risk groups	Group Size Entrant 4-year Aggregate (FT, all Undergraduate)	Access	Continuation	Completion	Attainment	Progression
Entry Qualification BTEC/vocational (Gap shown to A- level group)	4,370		6.5pp gap (280 effect)	11.7pp gap (560 effect)	17.8pp gap (600 effect)	10.6pp gap (220 effect)
Asian (Gap shown to White group)	4,190				12.1pp gap (320 effect)	8.5pp gap (130 effect)
ABMO (Gap shown to White group)	5,610				12.2pp gap (450 effect)	7.7pp gap (170 effect)
EIMD1/2 Disadvantaged (Gap shown to EIMD 3,4&5)	7,960				8.4pp gap (500 Effect)	5.7pp (210 effect)
Small groups supported by targeted interventions						
Students Reporting a Mental Health Condition (Gap shown to No Disability)	640		3.0pp gap (20 effect)	7pp gap (30 effect)		9.8pp gap (40 effect)
Students with Social and Communication Impairment (Gap shown to No Disability)	130			10.0pp gap (10 effect)		13.7pp gap (10 effect)
Care Experienced (Gap shown to Not a care leaver)	80	See Annex A	3.5pp gap (<5 effect)	4.6pp gap (<5 effect)	5.7pp gap (<5 effect)	12.9pp gap (<5 effect)

NB: 'effect' = gap × population size of disadvantaged group. This indicates the scale of students affected by the difference in outcome and can be thought of as the number of students in the disadvantaged group who would go from a negative outcome to a positive outcome if the gap were reduced to 0.

The most significant indicators of risk on analysis of UoH and OfS data, and the student groups most affected are set out below, however, it should be noted that internal intersectional analysis indicates that **by far the biggest single risk factor to student success is the qualification on entry**. This emerged

through the work done on HuDAP which demonstrated that students arriving at university with vocational qualifications did not perform as well across all stages of the student lifecycle as those with A level or Baccalaureate qualifications. The picture is complex in that we know that our principal feeder colleges offering vocational qualification routes to HE is located in areas of disadvantage with high numbers of students from ABMO (in particular Pakistani) heritage. Our understanding of the risk presented by vocational routes to HE underpins our interventions with the target of positively impacting all students.

Attainment – Students from lower socioeconomic households

Data

There is an attainment gap of 12.0 pp between EIMD1 and 5 and, while this compares well against a sector attainment gap of 16.9pp, it remains an area of concern.

Context

UoH recruits a significant proportion of its students from the Kirklees council area, and the wider Yorkshire-Lancashire trans-Pennine corridor, which are recognised as among the most socio-economically deprived areas in the country. Students from EIMD1/2 are less able to rely on family for financial support, and will normally have part time work, which impacts on their available time for study. Many will struggle to fund accommodation, subsistence and transport costs, and require additional support in order to access learning and enhancement activities. Students in this group are also more likely to be first in family to access Higher Education (70% vs 49%) and require additional support in navigating the expectations of study at this level.

Key EORR Risks

- 1: Knowledge and Skills
- 6: Insufficient Academic support
- 7: Insufficient personal support
- 10: Cost pressures

Attainment – students of ABMO heritage

Data

There is an attainment gap between White and ABMO students of 12.2pp against a sector gap of 11.3pp, however, the picture is more nuanced than this. When looking at White v Asian student attainment, the gap is 12.1pp against a sector gap of 8.6pp which is significant when considering the size of the population of students from Asian heritage. Students of Black heritage experience a 14.9pp gap against a sector gap of 20.2pp. There is a high degree of intersectionality between ABMO and EIMD.

Attainment population, full-time

Group	ABMO	White
EIMD Advantaged	76.8% (660)	86.6% (3,925)
EIMD Disadvantaged	71.9% (3,045)	82.7% (2,770)

Context

UoH has significant numbers of students from ABMO heritage, including 24% of students from Pakistani households of which 88% are also featured in EIMD1&2. There is a high degree of intersectionality with EIMD in ABMO data relating to attainment, continuation and completion with the challenges identified above. 69% of ABMO and 56% of White heritage students are also first in family to access HE and require additional support in navigating the expectations of study at this level.

The intersection of entry qualifications and ethnicity shows that the White/ABMO attainment gap for students with A-levels is 6.8pp whereas the White/ABMO gap for students with BTECs is 13.8pp. Feeder colleges in the Kirklees area have a high take up of vocational qualifications, for example Huddersfield New College has 47.9% students taking BTEC qualifications against 40.4% A-level in 2023-24 academic year, Kirklees College (Huddersfield Centre) 86.7% BTEC, 0.0% A-level, and Leeds City College 38.2% BTEC and 28.3% A-Level. This presents a complex picture where qualifications on entry have a significant impact on attainment, in particular for those of ABMO heritage: students in our region who choose to study at the

University are coming through tertiary education where vocational programmes including BTEC are foregrounded. To better understand factors impacting on attainment, UoH began detailed interrogation of data in 2018 through its Huddersfield Differential Attainment Project (HuDAP), which confirmed that the single factor with the biggest impact on attainment is qualification on entry, which our intervention strategies take into account.

Key EORR Risks

- 1: Knowledge and skills
- 6: Insufficient Academic support
- 7: Insufficient personal support
- 10: Cost pressures

Attainment – students of Asian heritage

Data

There is a White v Asian attainment gap of 12.1pp against a sector gap of 8.6pp, with significant numbers of Asian students impacted.

Context

UoH is located in an area with a high proportion of Asian households, from which it recruits (28% of ages 16-24 in Kirklees, [Census 2021](#)) This allows us to draw out the challenge of Asian EIMD intersectionality. Our full-time undergraduate home entrant demographics indicate that 86% of Asian students are from EIMD1&2 households against a general [proportion in England](#) of 58%, the majority of entrants commuting from the family home to study (77% of our home FT UG entrants compared to a sector average of 45% - Heidi Plus 21/22). This is a success story in terms of Access to HE, however, there are challenges evident in attainment data which are a focus of HuDAP. This project also splits the Asian grouping into students of Pakistani and those of Indian heritage as there are observed differences in attainment with students from Pakistani heritage displaying larger gaps compared to their White counterparts.

Key EORR Risks

- 1: Knowledge and Skills
- 6: Insufficient Academic support
- 7: Insufficient personal support
- 10: Cost pressures

Progression – socio-economic disadvantage

Data

Analysis of EIMD 2019 data shows a gap of 5.7pp between quintiles 1 and 2, and 3,4 and 5, which is better than the sector (6.9pp) but remains a concern because of the size of this cohort. There is a gap of 8.6pp between EIMD1 and 5 (10.3pp sector).

Context

2019 EIMD data ranks Kirklees as 81st (out of 317) for most deprived local authorities. It is in quintile 1 on the OfS Geography of Employment map and borders other Q1 local authority areas (Calderdale, Oldham, Rochdale and Barnsley). Leeds and Manchester (Q3) are also relatively close but can be problematic destinations for our graduates because of poor transport networks and propensities to continue living, studying and then working in their home locality. Students face significant challenges in securing entry into graduate jobs where often qualifications alone are not enough to ensure success at interview. They may not have the developed family networks which help them gain the social and cultural capital necessary in highly competitive fields and tend to seek employment close to the family home rather than further afield in Southern England or even in Leeds or Manchester where the larger employers and higher graduate salaries can be found. 68% of our graduates in work or study in the Yorkshire and Humber region, with 19% remaining within the Kirklees area.

Key EORR Risks

- 7: Insufficient personal support
- 10: Cost pressures

12: Progression from higher education

Progression - students of ABMO heritage

Data

Progression gaps are apparent when looking at White v Asian students, where the University gap is 8.5pp against a sector gap of 3.4pp of students going into graduate jobs or further study. There are wider gaps against the “other” characteristic, but as this population is small (90) and comprising a range of ethnicities not captured through ABM, it is difficult to directly target with interventions. This informs our institutional approaches to benefit all students of minority heritage.

Context

The ABMO population at UoH is predominantly local and from EIMD1&2 and impacted by the local socio-economic climate. Many are first in family to engage in higher education and lack family and employment networks and have constrained social and cultural capital useful in gaining access to graduate work. There is a high degree of intersectionality with EIMD1&2 effects.

Key EORR Risks

- 7: Insufficient personal support
- 10: Cost pressures
- 12: Progression from higher education

Whole lifecycle: Entry qualification BTEC/Vocational

Data

Vocational/BTEC entry qualifications at level 3 impact performance. Gaps compared to students with A-level & Baccalaureate entry qualifications are:

- Continuation 6.5pp gap
- Completion 11.6pp gap
- Attainment 17.7pp gap
- Progression 10.2pp gap

Context

We have a sophisticated understanding of the factors which impact on key points in the student lifecycle through longitudinal analysis of attainment and progression data against our student characteristics, including qualifications on entry. Schools and Colleges in the region from which UoH recruits have predominantly offered vocational qualifications to secure level 3 success. These schools and colleges have significant numbers of students from minority heritage households, EIMD1 and 2 socio-economic backgrounds, and are first generation participants in higher education. The university has developed a data analysis programme (HuDAP) to disentangle intersectionalities and has identified that prior qualifications are the single most important factor in attainment gaps.

One of the risks taken by UoH is recruitment to a foundation year for students wanting to follow Science programmes who have not satisfied the entry qualification requirement for year one access. This is in recognition of the gaps in knowledge and understanding which are barriers to success, presenting an opportunity to students interested in STEM degree programmes to bridge these gaps. This has been a successful intervention, which is currently being extended to other academic areas.

Knowledge of the significant impact of prior qualifications on entry influences attainment has enabled UoH to develop structures and processes to better support students during their transition into and through HE.

Key EORR Risks

- 1: Knowledge and Skills
- 6: Insufficient Academic support
- 7: Insufficient personal support
- 12: Progression from higher education

Whole lifecycle: care experienced

Data

Analysis of the West Yorkshire data indicates that there were around 1450 children leaving the care system in 2023. Of these around 40 students engage in study at UoH at any given time. Performance gaps are:

- Continuation 3.5pp
- Completion 4.6pp
- Attainment 7.1pp
- Progression 12.2pp

Context

There are small gaps in continuation, completion and attainment which are addressed through existing interventions, with a larger gap in progression data. This analysis and the targets and interventions it informs signal our intent to increase the number of care-experienced students benefiting from higher education at UoH, and to extend our existing on-programme support to impact on progression outcomes.

Key EORR Risks

- 1: Knowledge and Skills
6. Insufficient academic support
7. Insufficient personal support
8. Mental health
10. Cost pressures
12. Progression

Whole lifecycle: disabled students reporting a mental health condition

Data

This is a significant group of around 550 students in a given year and there are gaps in completion (7.0pp) and progression (9.8pp) which are marginally larger than the sector. The complex nature of challenges faced and capacity for the impact of some conditions to vary over time requires a whole lifecycle and whole institutional approach.

Context

Students reporting a mental health condition require individualised support to enable them to succeed at each stage of their university journey. Mature practice such as pre-enrolment registration with disability services, student engagement coaches proximate to teaching sessions and on demand access to 1-1 wellbeing and mental health advice provide a strong structure within the University. Our engagement with the University Mental Health Charter has validated our whole university approach and sets priorities for continuous improvement, with a particular focus on **transition between years** and equipping this group of students to prepare for life **post-graduation**.

Key EORR Risks

6. Insufficient academic support
7. Insufficient personal support
8. Mental health
12. Progression

Whole lifecycle: disabled students with social and communication impairment

Data

There is an average of 85 students with social and communication impairment in a given year, and while there are small gaps in continuation and attainment against non-disabled students, there is a significant gap in both completion (10.0pp) and progression (13.7pp).

Context

Students reporting a social and communication impairment often require individualised support to enable them to succeed at each stage of their university journey. The mature practice described above for students with a Mental Health Condition is augmented with initiatives such as a bespoke induction for SCI students,

a weekly autism lunch club, and allocation of named Disability Advisors. The above persistent gaps are reinvigorating our support for **transition between years** and preparing this cohort for life **post-graduation**.

Key EORR Risks

6. Insufficient academic support
7. Insufficient personal support
8. Mental health
12. Progression

3. Objectives

The analysis of risk, Annex A and the summary above, informs our 5 objectives and the selection of specific split metrics to set targets and evaluate performance. These five objectives align to both intervention strategies and the University's whole institutional approach. Note that the objectives are listed in numerical order below but cross reference to the FIT document number for clarity.

Objective 1: Improve Access and Progression rates for Care Experienced Students

- 1.1 (PTA_1) - Increase the number of full-time care experienced entrants (Care Leaver 16+ and UCAS defined Care Leaver) to 50 by 2028/29
- 1.2 (PTP_7) - Reduce the Progression Gap for care experienced (Care Leaver 16+ and UCAS defined Care Leaver) to 5 percentage points by 2028/29

Objective 2: Reduce Success and Progression gaps for students with Mental Health conditions and Social and Communication Impairment.

- 2.1 (PTS_7) – Eliminate the Continuation gap between Students reporting a Mental Health condition and those with No reported disability
- 2.2 (PTS_8) – Reduce the Completion gap between students declaring a Mental Health Condition and those with No reported disability to 3 percentage points
- 2.3 (PTS_9) – Reduce the Completion gap between students declaring a Social or Communication impairment and those with No reported disability to 4 percentage points
- 2.4 (PTP_5) – Reduce the Progression gap between students declaring a Mental Health Condition and those with No reported disability to 5 percentage points
- 2.5 (PTP_6) – Reduce the Progression gap between students declaring a Social or Communication Impairment and those with No reported disability to 5 percentage points

Objective 3: Reduce Attainment gaps for students within EIMD1&2, Asian and ABMO groupings

- 3.1 (PTS_1) - Reduce Attainment gap between White and Asian students to below the current sector and region gap.
- 3.2 (PTS_2) - Reduce Attainment gap between White and ABMO students to below the current sector and region gap.
- 3.3 (PTS_6) - Reduce Attainment gap between EIMD Advantaged and Disadvantaged to 5 percentage points

Objective 4: Reduce Progression gaps for students within EIMD1&2, Asian and ABMO groupings

- 4.1 (PTP_1) - Reduce Progression gap between White and Asian students to below the current regional pre-92 gap.
- 4.2 (PTP_2) - Reduce Progression gap between White and ABMO students to below the current sector gap.
- 4.3 (PTP_4) - Reduce the Progression gap between EIMD advantaged and disadvantaged graduates by half

Objective 5: Reduce Success and Progression gaps for entrants with vocational level three qualifications

5.1 (PTS_3) - Reduce Continuation Gap between A-level and Level 3 Vocational qualifications to 3 percentage points

5.2 (PTS_4) - Reduce Completion Gap between A-level and Level 3 Vocational qualifications to 6 percentage points

5.3 (PTS_5) - Increase BTEC Attainment by 10 percentage points

5.4 (PTP_3) - Reduce Progression Gap between A-level and Level 3 Vocational qualifications to 5 percentage points

4. Intervention strategies and expected outcomes

Intervention Strategy 1: To sustain partnerships and collaborations to widening access to higher education and raising attainment in feeder institutions.

This intervention strategy supports **Objective 1.1** that Care Experienced entrants increase to 50 or greater by 2028/29. It also summarises our collaborative sub-regional approach to widening access and raising attainment for groups at greatest risk of not accessing higher education. It is our strategy to work in partnership in our local area via Go Higher West Yorkshire (GHWY) to undertake access and participation work that an individual HEP cannot do alone. GHWY is a formal consortium of diverse HE providers which we fund to enable collaboration on reducing inequalities in access to and success in higher education, for individuals who experience inequality of opportunity. GHWY's theory of change is that if people, particularly those who experience inequality of opportunity, can get access to information about the whole range of higher education options available to them, it will support them to enrol and succeed in higher education. Through GHWY and its links to the work we do through Uni-Connect, we are well-connected with other HE providers locally across West Yorkshire, as well as key stakeholders such as the West Yorkshire Combined Authority, to collaborate on access and participation activity to impact on pre-16 attainment raising and to support access to information and guidance for informed choices. This collaboration is also augmented by our support for school and college governance detailed in our [whole provider approach](#).

Risks to equality of opportunity

Key risks to equality of opportunity which these activities address are:

Risk 1: Knowledge and Skills – students at risk of poor access, attainment, continuation and progression requiring core and enhanced support throughout all stages of the student lifecycle

Risk 2: Information and guidance – students may be impacted by their home circumstances and have an incomplete understanding of the nature of the requirements of higher education and what they need to consider for successful outcomes

Activity	Inputs [as forecast June 2024]	Outcomes	Cross intervention strategy?
GHWY Uni Connect Attainment Raising programme for Y8-10: the programme works with students from low-participation neighbourhoods who are predicted 4/5 across the majority of GCSE subjects and not taking part in any other attainment-raising programme, with a focus on those eligible for Free School Meals or from one of GHWY's key under-represented groups (Males on free school meals, care-experienced, Black, Asian and minoritised ethnicities, SEND learners capable of academically achieving).		Pupils are taught and practice key metacognitive and oracy skills to support their academic attainment with the intended outcome of improved metacognition and attainment at GCSE (impacting on Risk 1)	IS3 IS2 IS4
GHWY 'Go Higher In...' sector-focused careers and education pathways days for Y7-12 (formerly 'Collaborative Taster Days'). The programme works with students from low-participation neighbourhoods, with a focus on those eligible for		Students are exposed to information about a range of possible careers in specific West Yorkshire priority skills areas, as well as information about the	IS3 IS2 IS4

Activity	Inputs [as forecast June 2024]	Outcomes	Cross intervention strategy?
Free School Meals or from one of GHWY's key under-represented groups (Males on free school meals, care-experienced, Black, Asian and minoritised ethnicities, SEND learners).		education pathways to reach them. Impacting on (Risk 1) Outcome indicators include improved access to information about and knowledge of an increased range of possible future careers and higher education options.	
GHWY 'Care to Go Higher' CPD programme to equip those around care-experienced learners to have supportive conversations about the whole range of HE options. Targeting those who support care-experienced learners e.g. foster carers, children's home staff, local authority staff, Designated Teachers		Information and guidance: those who support care-experienced learners are equipped to help them receive the information and guidance to enable them to develop ambition and expectations, and to make informed choices about their higher education options. (impacting on Risk 2)	IS3 IS2 IS4
GHWY e-learning for student-facing staff to better understand possible backgrounds, experiences and needs of learners who are more likely to experience inequality of opportunity		Student-facing staff in HE can develop a better understanding of the possible backgrounds, experiences and needs of students who are care-experienced, estranged, or report a range of disabilities, as well as ways in which these students may receive personalised academic or personal support to achieve a positive outcome. (impacting on Risk 6&7)	IS3 IS2 IS4
Extended Degree – The Extended Degree programmes include a foundation year to bridge the gap between level 3 and 4 study, offered to students who did not meet the entry criteria to Year 1 programmes. Currently established in science, engineering and computing disciplines, from 2024 this will extend to health programmes. Providing comprehensive routes to science programmes for those who did not meet the entry requirements for year 1 entry. (See Whole Provider Approach and Annex A)	2.8 FTE Applied Sciences ED team 3 FTE Human & Health Sci ED Team	EIMD1&2/ABMO students with low UCAS points progress into degree programmes with confidence and capability, impacting positively on attainment and progression.	Whole Provider Approach
School and College Governance Support Over 55 schools and colleges are supported by university staff acting as Governors. Enabling influencing of School and College Improvement. (See Whole Provider Approach)	Not determined – cost of staff time	School Leaders and Governors are enabled to network and learn from university colleagues. 'University Governors' in schools are able to influence school improvement planning.	Whole Provider Approach

Total cost of activities and evaluation for intervention strategy:

Go Higher West Yorkshire Collaborative Outreach and Access, including resource for evaluation of activity	£	£21,172
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Extended Degree & Degree Apprenticeship: Development and support for students referenced as Whole Provider Approach but costs excluded from APP IS1	Ongoing activity
Governors for Schools Partnership: referenced as Whole Provider Approach but excluded from APP IS1	Not Determined
Total	£ 21,172

Summary of evidence base and rationale:

GHWY's Uni Connect funded Attainment-Raising programme works in target schools with individuals in receipt of Free School Meals and seeks to develop metacognitive skills to support attainment across a range of subjects. It is based on evidence from the [Education Endowment Foundation](#) and [Sutton Trust](#) (e.g. Montague and Cullinane, 2023) which demonstrates efficacy. Our Uni Connect's evaluation of this programme has two key strands: measuring improvements to learners' metacognitive skills as a proxy for impact on attainment (pre and post surveys alongside qualitative data) and measuring long-term impact on learner attainment (baselining GCSE results against KS2 exam results using a matched cohort as a comparator group). Continuation of this activity will depend on Uni Connect funding being available, and this activity remaining within scope.

We fund a role within GHWY which delivers our 'Care to Go Higher' programme, and we host a Uni Connect Outreach Officer who is responsible for delivering 'Go Higher In...' days (formerly Collaborative Taster Days). Care to Go Higher includes a CPD programme for those who work with, support and advise care-experienced and estranged individuals. It is based on research evidence of a need for increased knowledge and experience of higher education pathways in order to better inform and encourage the young people in their care. It is evaluated through pre and post surveys alongside qualitative data, published in a report on the GHWY website each year.

'Go Higher In...' days each focus on a priority sector in West Yorkshire and bring together a range of HEPs with different HE courses, qualifications and specialisms which are relevant to that particular sector, along with the West Yorkshire Combined Authority, employers and other relevant stakeholders. They provide impartial information and advice on the range of careers available, and a range of education routes to reach them. They are evaluated using through pre and post surveys, as well as surveys for employers who are engaged in the days. Case studies and data analysis are included in the final report. Continuation of this activity will depend on Uni Connect funding being available, and this activity remaining within scope.

Evaluation

GHWY leads evaluation of our partnership activities. The work with the foundation year is routinely evaluated by the course teams and our Planning and Business Intelligence unit and example data from these evaluations is shown in Annex A.

Intervention Strategy 2: To reduce student outcomes gaps for disadvantaged students (EIMD, ABMO and Asian) and students with additional needs (mental health conditions, social and communication impairments, care experienced) through provision of Enhanced Support Team, offering whole lifecycle engagement and support.

This intervention strategy takes a whole lifecycle and enhanced support approach to support disadvantaged students and those with additional needs to be successful as they move in, move through and out of university. It recognises the predominance of EIMD1&2 disadvantage and its intersection with other student characteristics. This intervention strategy seeks to influence:

- **Objective 1:** Improve Access and Progression rates for Care Experienced Students
- **Objective 2:** Reduce Success and Progression gaps for students with Mental Health conditions and Social and Communication Impairment
- **Objective 3:** Reduce Attainment gaps for students within EIMD1&2, Asian and ABMO groupings
- **Objective 4:** Reduce Progression gaps for students within EIMD1&2, Asian and ABMO groupings
- **Objective 5:** Reduce Success and Progression gaps for entrants with vocational level three qualifications

Risks to equality of opportunity

Key risks to equality of opportunity which this intervention strategy will address are:

Risk 1: Knowledge and skills. The above groups' may have had less chance to acquire the knowledge and skills needed for successful higher education and may have had limited subject choice at Key Stage 5 to fully prepare them for success in their chosen subject in Higher Education. In particular, students care experienced and students with additional needs are at risk of not achieving grades which reflect their knowledge and skills and students with vocational based qualifications need extra support to succeed.

Risk 6 - Insufficient academic support: There is a risk that disadvantaged students and those with disabilities or care leavers, do not receive sufficient academic support and there may be barriers to accessing support.

Risk 8 - Mental health and Risk 12 - Progression are core to this intervention. We understand the intersection of deprivation (EIMD 1&2) with disability, care experienced and ethnicity as many students with these characteristics may not have been afforded financial, family and parental support that is effective in:

- Arguing and securing additional needs support (for example additional support may be required to navigate SEND/DSA bureaucracy)
- Developing social capital, tacit skills and knowledge, job search and networking capabilities that are key to completion and progression.
- Providing informal support, encouragement and guidance during periods of stressful or unfamiliar new challenges.

Consequently **Risk 7 - Insufficient personal support** is a salient risk informing this intervention strategy. Students from disadvantaged backgrounds and particularly those with SCI or Mental Health conditions face particular challenges, with regard to:

- Developing and deploying general life skills, resilience and coping strategies when facing complex and novel social circumstances, particularly when allied with the pressures of final year studies (final exams and uncertainty about future activity).

- Confidence in communication and engagement: in both in university settings to make friends and student networks and in professional settings to access work opportunities.
- Capacities to identify, search, compete for and sustain HSE and fulfilling work / further study post-graduation.
- Accessing an effective professional or family network of supporters able to provide formal and informal advice and counsel with regard to completion and progression / early career opportunities.

Consequently, we include a commitment to develop Enhanced Support Team, that can provide ‘corporate parenting’, and professional IAG type support at key stages in students’ life cycle. This builds upon our experience of supporting Care Experienced students, where an allocated support worker aids them through their student journey. Critically this includes an extended remit to provide support for 6 months post-graduation to aid students to secure and sustain work or further study.

Activity	Inputs	Outcomes	Cross intervention strategy?																								
<p>Enhanced Support Team:</p> <p>Establishment of a Multi-disciplinary Team of Enhanced Support Workers with time and permission to engage students offering additional support, community building and networking opportunities. Key characteristics of the approach include:</p> <ul style="list-style-type: none"> • A proactive case management approach <i>cf</i> reactive service access • A team with specific skills and capabilities able to respond to student needs • Additional time for the enhanced care and attention required by students with additional needs. <p>EST to adopt multi-disciplinary team approach and hold specialisms and case responsibilities in the following areas:</p> <ul style="list-style-type: none"> • B.A.M.E student support • Care Experienced and Estranged student support • Mental Health, Autism and complex disability support • Careers and placement support <p>Typical qualifications and professions backgrounds to include:</p> <ul style="list-style-type: none"> • Occupational Therapy • Mental Health / Disability nursing • Social Work • Disability Practitioners with special educational needs / autism expertise • Careers IAG 	<p>Staff Grade Allocation</p> <table border="1" data-bbox="976 616 1370 852"> <tr> <td>Grade7</td> <td>1x 52K</td> <td>£52K</td> </tr> <tr> <td>Grade 6</td> <td>7 x 43K</td> <td>£302K</td> </tr> <tr> <td>Non-Pay</td> <td></td> <td>£46K</td> </tr> <tr> <td>Total</td> <td></td> <td>£400K</td> </tr> </table> <p>Team Responsibilities & FTE</p> <p><u>EST Team Leader:</u> 1.0 FTE target setting, programme/intervention management, evaluation and governance support including APP Steering Group Membership</p> <p><u>Support Workers Specialisms:</u></p> <table data-bbox="976 1129 1400 1401"> <tr> <td>Care Experienced**</td> <td>0.8</td> </tr> <tr> <td>Autism and Mental Health</td> <td>1.8</td> </tr> <tr> <td>ABMO / B.A.M.E</td> <td>2.0</td> </tr> <tr> <td>Micro Placement &</td> <td>1.0</td> </tr> <tr> <td>Progression Support</td> <td></td> </tr> <tr> <td>Flexible Support Resource*</td> <td>1.4</td> </tr> </table>	Grade7	1x 52K	£52K	Grade 6	7 x 43K	£302K	Non-Pay		£46K	Total		£400K	Care Experienced**	0.8	Autism and Mental Health	1.8	ABMO / B.A.M.E	2.0	Micro Placement &	1.0	Progression Support		Flexible Support Resource*	1.4	<p>Workload Model</p> <p>7 workers with a target of 33 supported students in each year of study. Typically supporting 99 current students + 50% of cohort into 6 months post-graduation ~115 Cases. 7 workers x 115 students = 805 students supported in each year</p> <p>Typical Team Duties</p> <p><u>Access:</u> pre-enrolment calling and engagement to confirm readiness to enrol, engagement with pre-enrolment resources and to start, identifying any additional needs, building relationships and networks to secure good transition to university.</p> <p><u>Continuation & Completion:</u> post enrolment on course IAG and support to aid them navigating university and home life challenges. E.g. budgeting, managing family expectations, accessing additional needs support, mitigate crisis and catastrophising behaviours. Typical engagement tasks regular calling, emails, one to one meeting, availability for crisis response,</p>	<p>IS1</p> <p>IS3</p> <p>IS4</p>
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Progression Support																											
Flexible Support Resource*	1.4																										

Activity	Inputs	Outcomes	Cross intervention strategy?
	<p><u>Total</u> <u>7.0</u></p> <p>** to augment existing 0.8 support worker resource</p> <p>* Flexible FTE allocation to enable response to emergent needs which could comprise 1-1 tutoring mentoring or sessional support</p>	<p>facilitating student networks and student advisory panels.</p> <p><u>Attainment:</u> knowing students, sustaining engagement and relationship with student to identify when they may be struggling and need support to access support or extra support (e.g. 1-1 tutoring). This provides space to pick up where PATs leave off or cannot meet support needs.</p> <p><u>Progression:</u> providing support to access placement and work experience, brokering relationships with suitable employers (e.g. Richmond Fellowship, Disability Confident Employers, www.employ-ability.org.uk), placement providers and guidance staff, calling, and tracking post-graduation.</p>	

Activity	Inputs	Outcomes	Cross intervention strategy?
<p>Care Experienced Student Support and Bursary</p> <p>Increase Care Experienced bursary and staff resourcing to improve access and narrow progression gaps. The EST will integrate with the established 0.8FTE Care Leavers Support Coordinator role to undertake aspects of the support activities detailed above with particular emphasis upon extension and enhancement of the following:</p> <p><u>Pre-Entry Support</u>: bespoke campus visits for care experienced students, involving a designated member of staff who maintains contact with students and their supporters.</p> <p><u>On-Course Support</u>: Financial and pastoral support, such as specific mental health advisors and accommodation guarantor for care experienced students.</p> <p><u>Student Network & Advisory Panels</u>: developing specific panels for Care Experienced and Estranged Students to shape the development and delivery of support.</p> <p><u>Named contact</u>: for all care experienced students, to aid access to academic and non-academic support</p> <p><u>Embedding a full Lifecycle Approach</u>: ensuring continuous support from access to post graduation + 6 months</p>	<p>Increase Care Leavers Bursary from to £2500 over 3 years</p> <p>£100,000 per annum at when 90 students enrolled</p> <p>Double the Support worker resourcing from 0.8FTE to 1.6FTE over the duration of the APP</p> <p>0.8FTE = £ 35,000</p>	<p>Double the number of Care Experienced students enrolling and completing studies from ~40 to ~90 by 2030</p> <p>EIMD1&2 Care Experienced Progression gap = zero.</p>	<p>IS1</p> <p>IS3</p> <p>IS4</p>

Activity	Inputs	Outcomes	Cross intervention strategy?
<p>Student Success Bursary</p> <p>Provision of Student Success Bursary of between £500-1000 per annum for students actively engaging in Enhanced Support Team (EST) and identified as needing financial support to secure a student outcome (continuation, completion, attainment, progression).</p> <p>Bursary Eligibility: Student holds one of the following characteristics EIMD1&2, AMBO, Mental Health or SCI condition, Care Experienced, indicating a risk to equality of opportunity.</p> <p>EST empowered to agree outcomes goals and plans to achieve them with students and then make and sponsor application to Award Panel.</p> <p>Bursary funding priorities to be developed and iterated. Options to develop include:</p> <ul style="list-style-type: none"> • Access to personal IT Equipment and Learning Resources. • Support to undertake research, field work or study abroad • Support to engage in placements or work experience related to studies • Financial support to pause part time work and enable study focus • Financial support to access post graduate work and study opportunities. For example, interview and work wear, interview and application costs • Financial support to improve or speed access to specialist support (e.g. 1-1 tutoring, mentoring, counselling) <p>Awards to be supported by EST support and guidance to maximise award benefit, for example provision of general budgeting guidance or engagement with university specialists to ensure adequacy of IT equipment.</p> <p>Students in receipt of a Student Success Bursary, remain eligible for Student Hardship Funding and award of SSB to be discounted in any Hardship application.</p>	<p>Student Success Bursary:</p> <p>£300,000 allocation</p> <p>Award Panel:</p> <p>Comprising EST Manager, Head of Student Finance, + 3 Student Services Mangers to meet at least termly to administer awards and annually to revise fund principals and evaluate impact.</p> <p>Administration:</p> <ul style="list-style-type: none"> • EST Manger ensure administration of bursary and evaluation of impact. • Student Finance Office to administer payments. • Award panel to evaluate and grant bursaries. 	<p>Bursary funds are aligned to student outcomes goals and focused on students engaged with EST.</p> <p>300-600 students supported with Bursary</p> <p>EST students are afforded financial help to succeed when additional needs present</p> <p>Award application to include specific expenditure and student outcome goals providing scope to assess utility and efficacy</p> <p>EST Students in receipt of award report financial stresses alleviated and improved ability to focus on studies and progression goals</p> <p>EST Students in receipt of award manifest improved student outcomes</p>	<p>IS1</p> <p>IS3</p> <p>IS4</p>

Total cost of activities and evaluation for intervention strategy:

Enhanced Care Leavers Bursary 2500/student when enrolling 90 Care Leavers	£	100,000
Enhanced Support Team (incorporating additional 0.8 Care Leavers worker and 1.0 Progression focused worker)	£	400,000
Student Success Bursary	£	300,000
Evaluation – apportionment of £50,000 evaluation resource	£	16,667
Total	£	801,667

Summary of evidence base and rationale:

The rationale for supporting Care Experienced students is grounded in the sources below which collectively emphasise the critical role of sustained support, financial aid, and tailored interventions in improving higher education outcomes for care leavers.

- Jackson, S. and Simon, A. (2006) The costs and benefits of educating children in care. *Children & Society*, 20(1), pp.22-31.
- National Network for the Education of Care Leavers (NNECL) (2017) *Moving on Up: Pathways of care leavers and care-experienced students into and through higher education*. Available at: <https://www.nnecl.org/resources/13-moving-on-up-report> [accessed 27 June 2024].
- Cockett, C. (2017) *New Insights on WP: Care leavers and their paths to higher education*. [online] HEPI. Available at: <https://www.hepi.ac.uk/2017/08/18/new-insights-wp-care-leavers-paths-higher-education/> [accessed 27 June 2024].

The rationale for provision of an Enhanced Support Team supporting other students at risk of disadvantage builds on the critical role of sustained support cited above. Additionally, the proposals pay particular attention to transitions support the need for which is cited in:

- Evans, C. and Zhu, X. (2023) *What works to reduce equality gaps for disabled students*. [online] TASO. Available at: <https://taso.org.uk/wp-content/uploads/TASO-report-what-works-to-reduce-equality-gaps-for-disabled-students.pdf> [accessed 27 June 2024].
- Layer, G (2023) *The Disabled Student Commitment*. The Disabled Students' Commission Available at: https://s3.eu-west-2.amazonaws.com/assets.creode.advancehe-document-manager/documents/advance-he/The%20Disabled%20Student%20Commitment_1681910327.pdf [accessed 27 June 2024].

The *Evaluation of the National Scholarship Programme* (Bowes et al, 2016) does not provide compelling evidence of the impact of unconditional scholarships and bursaries on student outcomes during the student lifecycle. This study allied with university experience of operating both bursary and hardship funding, and Students' Union feedback informs the principle of providing the Student Success Bursary – without an income qualification but shaped by engagement with the EST able to expedite bursary support that meets students known needs.

Evaluation

Activity	Outcomes	Method(s) of evaluation	Summary of publication plan
<p>Enhanced Support Team</p>	<p><u>Outputs</u></p> <ul style="list-style-type: none"> • Number of students engaged and supported by EST • Number of interventions/contacts with EST • Number of referrals to specialist university support (MH, Dis, AST, Careers etc) 	<p>Section 7 – Evaluation of the plan, summarises our resourcing and approach to enable comprehensive evaluation of intervention strategies, which are detailed here and also emerge from HuDAP analysis.</p>	<p>Evaluation of findings will be shared through university committee structures, at which students are represented, and also directly in collaboration and consultation with student representatives.</p>
<p>Care Experienced Student Support and Bursary</p>	<ul style="list-style-type: none"> • Number of networks/user groups supported and frequency of meetings • Analysis of above by student characteristic <p><u>Outcomes</u></p> <p>Quantitative Evaluation of outcomes and narrowing of gaps at all lifecycle stages for students with characteristics in scope of APP objectives and EST support</p> <p>Qualitative Surveys, Interviews and User/Focus groups with EST engaged and non-engaged students to evaluate benefits of support at all lifecycle stage including access to bursary/financial support</p>	<p>In summary:</p> <ul style="list-style-type: none"> • We will use range of appropriate methodologies to generate quantitative and qualitative data to evaluate intervention strategies, depending on the nature of the strategy and its interconnectedness with other activities. • Where possible, activities will be evaluated to generate OfS Type 2 standards of evidence about whether they lead to intended outcomes, and contribute to meeting the overall objectives, drawing in both quantitative and qualitative approaches. 	<p>Where appropriate, they will be shared more widely with the sector for example via TASO, AdvanceHE and QAA quality enhancement initiatives.</p>
<p>Student Success Bursary</p>	<ul style="list-style-type: none"> • Bursary funds are aligned to student outcomes goals and focused on students engaged with EST. • 300-600 students supported with Bursary • EST students are afforded financial help to succeed when additional needs present • Award application to include specific expenditure and student outcome goals providing scope to assess utility and efficacy • EST Students in receipt of award report financial stresses alleviated and improved ability to focus on studies and progression goals • EST Students in receipt of award manifest improved student outcomes 	<ul style="list-style-type: none"> • Where necessary, Type 1 evidence will be used to ensure our claims are research based 	

Intervention strategy 3: To reduce attainment gaps based on EIMD, ABMO and Asian characteristics

The high degree of intersectionality between socio-economic factors, multiple deprivation and ethnicity, allied with the reality of EIMD1&2 being a majority at the University of Huddersfield, means that it is difficult to target a single characteristic when planning attainment interventions. Additionally, internal analysis signals that prior qualifications on entry are the largest single determinant of attainment, which cuts across all characteristics. Consequently, this attainment strategy and our university-wide Teaching and Learning Strategy takes account of this complexity. This intervention is predominantly linked with:

- **Objective 3:** Reduce Attainment gaps for students within EIMD1&2, Asian and ABMO groupings
- **Objective 5:** Reduce Success and Progression gaps for entrants with vocational level three qualifications

Related objectives

Because of the high degree of intersectionality between EIMD and ABMO characteristics, objectives 3.1, 3.2, and 3.3 are addressed together. They are also related to objectives 2.2, and 2.3, completion of students with Mental Health Conditions or Social or Communication Impairment, as the outcomes of interventions to improve attainment will also have a positive impact on completion for target groups.

Risks to equality of opportunity

Key risks include:

Risk 1: Knowledge and skills. The above groups' may have had less chance to acquire the knowledge and skills needed for successful higher education and may have had limited subject choice at Key Stage 5 to fully prepare them for success in their chosen subject in Higher Education.

Risk 6: Insufficient academic support. The above groups' prior educational experience, including a high proportion holding vocational qualifications require successful transition, differentiated teaching and support enabling effective engagement with assessments and academic practices at UoH.

Risk 7: Insufficient personal support. Each group contains students' whose families and networks have limited experience of higher education including the challenges of studying and the associated personal support available. A lack of knowledge of support systems, normative University processes and barriers to accessing support require addressing.

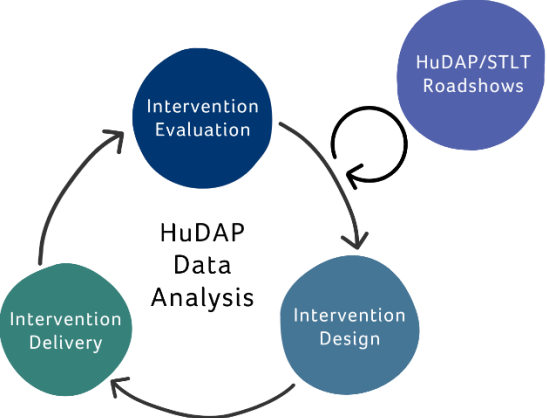
Risk 10: Cost pressures. Financial disadvantage results from low family income allied with maintenance loans being insufficient cover the full cost of studies. Expectations and the need to minimise the total cost of study manifest through living at home and commuting; contributing to family finances; a reluctance to use student loans or accrue high levels of debt. Many students in this group take on paid work and/or care responsibilities, which limited time for curricula and extra curricula engagement.

Our internal analysis demonstrates a clear intersection of characteristics and risks; many Asian and ABMO students are also within EIMD1&2 and experience multiple deprivation and disadvantages. Financial and home life pressure alongside academic/study expectations create significant cognitive and/or mental burden that can limit time available for study and/or create a greater risk of mental illness (**Risk 8 – Mental Health intersection**).

Related risks to equality of opportunity:

Knowledge and skills, information and guidance, limited choice of course type and delivery mode, insufficient academic support, insufficient personal support, mental health issues, ongoing impacts of coronavirus, cost pressures.

Activity	Inputs	Outcomes	Cross intervention strategy?
<p>HuDAP (Huddersfield Differential Attainment Project) features as both an evaluation activity and intervention activity, that informs further interventions.</p> <p>An annual cycle of STLT led data analysis identifies and targets areas for improvement and intervention plan development. This whole university approach requires all teaching staff to engage in an evaluation of their students' performance against attainment data by student characteristics, and plan course level approaches towards improvement.</p> <p>Interventions might be localised adjustment to institutional activity, or specific to their student constituency, for example enhanced mathematics support for engineering students, or study skills support embedded within the curriculum for humanities students.</p> <p>Within this plan we are prescriptive only with regard to the annual cycle of data analysis and teaching team engagement. The interventions informed by this data analysis will be varied, and section 7 makes an allocation of flexible evaluation resources in order that the impact of interventions can be evaluated.</p>	<p>All teaching staff intervention strategy to enable both highly targeted and holistic University level approaches to be made.</p> <p>Led, managed and maintained through monitoring by STLT with annual cycle of workshops at which all teaching staff are expected to contribute.</p> <p>STLT/Planning FTE/Grade input</p> <ul style="list-style-type: none"> • G9 0.2 FTE (Data Analysis) <ul style="list-style-type: none"> • G9 0.2 FTE (PM) • G9 0.2 (Presentations) • G8 0.6 (Presentation) <ul style="list-style-type: none"> • G6 0.1(Admin) <p>Course/Programme input</p> <ul style="list-style-type: none"> • G9 1.0 (input in schools) • G8 1.0 (input in schools) • G7 1.0 (input in schools) <p>Total Staff Cost pa 25/26: £365,341</p>	<p>Targeted course/programme level interventions aimed at raising attainment of students in priority groups (EIMD1&2, ABMO and students of Asian heritage)</p> <p>Interventions adjusted annually to take account of data evaluation and form local action plans to drive change.</p>	<p>IS2</p> <p>IS4</p>

Activity	Inputs	Outcomes	Cross intervention strategy?
 <p>This cyclical process, allows iteration, development and testing of interventions and is inherent to our whole university commitment to continuous improvement</p>			
<p>Enhanced Support Team – Intervention Strategy 2 The EST will identify students with the highest level of risk/vulnerability with relevant characteristics (EIMD1&2, ABMO, Asian) and adopt a full lifecycle approach engage and offer support. Including a focused Student Success Bursary.</p>	See Intervention strategy 2	See Intervention strategy 3	IS3

Total cost of activities and evaluation for intervention strategy:

HuDAP (Huddersfield Differential Attainment Project) - Staff Costs Allocation	£ 365,341
Enhanced Support Team – Detailed in Intervention strategy 2	Nil
Evaluation –apportionment of £50,000 evaluation resource	£ 16,667
Total	£ £382,008

Summary of evidence base and rationale:

HuDAP is an analysis and evaluation tool that catalyses interventions to raise attainment and narrow awarding gaps. Three workshop and intervention design cycles have run since 2019 which have enabled data informed intervention design and evaluation. These can be rolled out as validated impactful

interventions. We are one of the four institutions participating in a TASO project on developing and running evaluations of university interventions and application of data to support these processes. We have already been using insights from this project in both planning and evaluating interventions.

Evaluation

Activity	Outcomes	Method(s) of evaluation	Summary of publication plan
HuDAP	<p>Quantitative Annual Course Level analysis of attainment gaps. Development of relevant course level interventions</p> <p>Mixed Method Development of evaluations for novel course level interventions</p>	<p>Section 7 – Evaluation of the plan, summarises our resourcing and approach to enable comprehensive evaluation of intervention strategies, which are detailed here and also emerge from HuDAP analysis.</p> <p>In summary:</p> <ul style="list-style-type: none"> • We will use range of appropriate methodologies to generate quantitative and qualitative data to evaluate intervention strategies, depending on the nature of the strategy and its interconnectedness with other activities. • Where possible, activities will be evaluated to generate OfS Type 2 standards of evidence about whether they lead to intended outcomes, and contribute to meeting the overall objectives, drawing in both quantitative and qualitative approaches. • Where necessary, Type 1 evidence will be used to ensure our claims are research based 	<p>Evaluation of findings will be shared through university committee structures, at which students are represented, and also directly in collaboration and consultation with student representatives.</p> <p>Where appropriate, they will be shared more widely with the sector for example via TASO, AdvanceHE and QAA quality enhancement initiatives.</p>
Enhanced Support Team	Detailed in Intervention 2		

Intervention strategy 4: Enhanced support and guidance including skills development, placements and post graduate coaching.

This intervention strategy contributes to:

- **Objective 4:** Reduce Progression gaps for students within EIMD1&2, Asian and ABMO groupings

Related objectives:

Because of the high degree of intersectionality between EIMD and ABMO characteristics, objectives 4.1, 4.2, and 4.3 are addressed together. They are also related to objectives 1.2 for progression of care leavers, 2.4, and 2.5 for progression of students with a Mental Health Condition, or Social or Communication Impairment and 5.4 for progression of students with vocational based qualifications as the outcomes of interventions to improve progression will also have a positive impact on progression for all target groups.

Risks to equality of opportunity

Progression gaps for this group of students at risk of weaker progression outcomes are influenced by a range of factors. Critical to the University of Huddersfield regional and sub regional context are:

- A) Opportunities and demand for high level skills is constrained in the local labour market (SOC2020 shows higher % of non HSE occupations and employment in Kirklees). [Nomis - Official Census and Labour Market Statistics \(nomisweb.co.uk see Employment by Occupation table\)](https://www.nomisweb.co.uk/employment-by-occupation)
- B) Low wages in Kirklees Hourly Pay - Excluding Overtime for full time workers in Kirklees is £15.82 (cf Y&H £15.93 and Great Britain £17.49) [Nomis - Official Census and Labour Market Statistics \(nomisweb.co.uk see Earnings by place of residence table\)](https://www.nomisweb.co.uk/earnings-by-place-of-residence)
- C) Constraints on graduate mobility, many students make the positive choice to study locally. However, this reflects limited capabilities (finance, family expectations, confidence, transport links etc) to study outside Kirklees and the region which then informs future limited mobility in the graduate labour market where poor public transport impairing access to work in other adjacent regions, towns and cities.

Additionally, and specific to many within this group of students are the following circumstances:

- D) Prior experience may have limited opportunities for acquisition and confident deployment of social and cultural capital through extra and supra curricula activities that helps to secure HSE.
- E) Family resources and social networks that advantage some in accessing skills and experience development opportunities (internships, work experience, support with search, application and interview preparation) are less available.
- F) D & E limit confidence to apply, compete and succeed.
- G) Conscious and Unconscious biases in recruiter practice disadvantage these students from 'non-traditional' backgrounds.

Specific EORR risks converging with the above context are:

Risk 1: Knowledge and skills. The above groups' may have had less chance to acquire the knowledge and skills needed for successful higher education and may have had limited subject choice at Key Stage 5 to fully prepare them for success in their chosen subject in Higher Education and progression into highly skilled employment. They may not have the networks and skills needed for successful job seeking.

Risk 6: Insufficient academic support. The above groups prior educational experience, including a high proportion with vocational qualifications require effective transition, differentiated teaching and differentiated assessment processes to scaffold learning and success. Without this support students may not achieve 1sts and 2:1s and thereby limited progression options to some professions.

Risk 7: Insufficient personal support. Each group contains students' whose families and networks have limited experience of higher education including the challenges of securing graduate employment. A lack of career knowledge, low social and cultural capital and low skilled employment opportunities present barriers to accessing high skilled occupations and graduate careers.

Risk 10: Cost pressures. Financial disadvantage results from low family income and maintenance loans being insufficient cover the full cost of studies. Expectations and need to minimise the total cost of study manifest through: living at home and commuting; contributing to family finances; a reluctance to use student loans or accrue high levels of debt. Many students in this group take on paid work and/or care responsibilities, which limit time for curricula and extra curricula engagement, in particular the type of casual unpaid work placement which can be useful in gaining access to graduate careers

Risk 12: Progression from higher education. The above context impact on progression risk 12, critically financially and time poor students from EIMD1&2 backgrounds have limited time to maximise the benefits of extracurricular activities, constrained family and social networks that support accessing HSE and geographic immobility.

Our internal analysis demonstrates a clear intersection of characteristics and risks; many Asian and AMBO students are also within EIMD1&2 and experience multiple deprivation and disadvantage. Financial and home life pressure alongside academic/study expectations create significant and extraordinary 'cognitive' or 'mental' which can limit time available for study and or create a greater risk of mental ill health (**Risk 8 – Mental Health intersection**)

Activity	Inputs	Outcomes	Cross intervention strategy?
Enhanced Support Team – Intervention Strategy 3: The EST will identify students with the highest level of risk/vulnerability with relevant characteristics (EIMD1&2, ABMO, Asian) and adopt a full lifecycle approach engage and offer support. Specific EST progression support will include:			IS3
<p>Post Graduation support at the point of need. Reengage EST supported graduates in the 6 months post-graduation to identify those students needing additional support to access work and High Skilled Employment.</p> <p>Students in need are offered Careers Coaching over 6-10 weeks to establish and support them to achieve their goals.</p>	<p>1.0FTE EST member to provide specialist careers IAG and progression support. Coordinating and delivering</p> <ul style="list-style-type: none"> • Post Graduation Engagement • Post Graduation Coaching • Development of Micro and Local Placement Opportunities 	<p>Number of Graduates identified and engaged from EST Number of Graduates completing 6 + coaching sessions from EST Number of Graduates moving into work or high skilled employment from EST</p> <p>Development of contacts, resource and networks to enable access to disability confident employers.</p>	IS3
<p>Micro & Local Placement Development Long placements remote from Huddersfield are not viable options for many students (commuters, mature, students with care</p>		n students per year completing 4 hours of micro placements to include	IS3

Activity	Inputs	Outcomes	Cross intervention strategy?
responsibilities). To ensure this not a barrier to acquiring work experience micro and local placement development will be further developed and build on the development of our pilot 'Lend a Hand' 2-hour micro placements delivered in university settings.		completion of reflective learning, and acquisition of short LinkedIn skills reference and vignette development for CV linked to key skills.	
<p>Global Professional Award Piloted in Academic Year 2019/20 and fully rolled out to all first Year Undergraduates in 2020/21. This programme is designed to build personal awareness, and social and cultural capital to better equip students in securing access to graduate employment.</p> <p>The long-term impact of this programme on Graduate Outcomes, is yet to be fully evaluated due to natural data lags in securing graduate outcomes results. Consequently, this initiative represents a foundation of student success but also a current intervention requiring ongoing evaluation</p>	GPA Programme: 7.6 FTE Staff £364,000 Programme Costs pa 24/25.	<p>Outputs: Students of all characteristics develop a more secure understanding and awareness of what employers look for in graduates, and job seeking skills, enhancing progression into graduate jobs.</p> <p>Outcomes: Progression Gaps for all and target student groups narrow during life cycle of APP</p>	IS3 EST students supported to fully engage in GPA

Total cost of activities and evaluation for intervention strategy:

Enhanced Support Team – Full costs detailed in Intervention strategy 2 (Progression apportionment of 1FTEG6 + support costs ~50K)	£	Nil
GPA programme	£	364,000
Evaluation – apportionment of £50,000 evaluation resource	£	16,667
Total	£	380,667

Summary of evidence base and rationale:

Targeted Careers Coaching, known as **Graduate Boost**, was piloted and evaluated in 2022/23 with 64 recent graduates, 45 of whom completed the programme. Many participants declared or evidenced additional needs to access graduate level employment. 9 graduates secured positive graduate outcomes i.e. they moved into highly skilled employment or further study as a result of taking part in the coaching and all reported higher level of career confidence across a range of dimensions. **Micro Placements** internal piloting is also supported by the following work including the Institute of Student Employers (2024) and Grech (2024). The **Global Professional Award** has drawn upon TASOs Evidence Toolkit in particular the *Information, advice and guidance for employment and employability (post-HE)* section and Insight 1 within Percy and Emms (2020).

Evaluation

Activity	Outcomes	Method(s) of evaluation	Summary of publication plan
Enhanced Support Team	Detailed in intervention 3	Section 7 – Evaluation of the plan , summarises our resourcing and approach to enable comprehensive evaluation of intervention strategies, which are detailed here and also emerge from HuDAP analysis.	Evaluation of findings will be shared through university committee structures, at which students are represented, and also directly in collaboration and consultation with student representatives.
Post Graduation support at the point of need	<p><u>Outputs</u></p> <p>Monitoring of</p> <ul style="list-style-type: none"> • Number of Graduates Surveyed or called • Number of Graduates targeted for coaching from survey calling • Number of Graduates identified and engaged from Enhanced • Number of Graduates completing 6 + coaching sessions • Number of students with SCI/MH employed • Number of students with SCI/MH employed by disability confident employers <p><u>Outcomes</u></p> <ul style="list-style-type: none"> • Number and % of graduates moving into work or high skilled employment increases • Reduction in progression gap of at-risk groups EIMD, ABMO Asian, SCI, Mental Health & Care Experienced 	<p>In summary:</p> <ul style="list-style-type: none"> • We will use range of appropriate methodologies to generate quantitative and qualitative data to evaluate intervention strategies, depending on the nature of the strategy and its interconnectedness with other activities. • Where possible, activities will be evaluated to generate OfS Type 2 standards of evidence about whether they lead to intended outcomes, and contribute to meeting the overall objectives, drawing in both quantitative and qualitative approaches. • Where necessary, Type 1 evidence will be used to ensure our claims are research based 	<p>Where appropriate, they will be shared more widely with the sector for example via TASO, AdvanceHE and QAA quality enhancement initiatives.</p>
Micro & Local Placement Development	<p><u>Outputs</u></p> <p>Monitoring of</p> <ul style="list-style-type: none"> • Number of students per year completing 4 hours micro placements to include completion of reflective learning, and acquisition of short LinkedIn skills reference and vignette/example development for CV linked to key skills <p><u>Outcomes</u></p> <ul style="list-style-type: none"> • Comparison of Graduate Outcomes of students completing micro placements with those undertaking no placement activity 		
Global Professional Award	<p><u>Outputs</u></p> <p>Monitoring of</p> <ul style="list-style-type: none"> • Number of students completing GPA <p><u>Outcomes</u></p> <p>Comparison of Graduate Outcomes of students completing GPA with those on equivalent programmes not completing GPA</p>		

5. Whole provider approach

Strategy and Leadership

The context of UoH is one where entry qualifications, socio-economic factors and ethnicity strongly influence student success at each stage of the student HE lifecycle. In all academic departments and subject areas this is well understood, and our approach to access and participation is long established as a whole provider approach. We have strong vertical and horizontal reporting lines, with a PVC for Teaching and Learning who works directly with Deans and Heads of Service and manages institutional interventions through a Strategic Teaching and Learning Team, and Student Services Team.

These strategic teams form close relationships with all Schools and Services to create an environment which encourages collaboration and sharing of good practice in the development and implementation of transformative initiatives. We also work closely in partnership with our students through well-established formal and informal opportunities to ensure our understanding of our students is secure and our strategy is informed by the Student Voice. Student representatives are appointed to each course, we have an active student officer team who meet regularly with senior managers, and students who serve as B.A.M.E ambassadors, working with School-based structures to ensure that minority ethnic voices are heard at a strategic and operational level.

University Committee structures regularly consider of student outcomes data, for example University Senate, University Teaching and Learning Committee, University Equality, Diversity and Inclusion Committee. Parallel School-based committees scrutinise more granular data and are accountable for evidenced based action planning.

These structures and approaches create an environment where all staff feel empowered to develop teaching and learning strategies for their students within their own course context, in alignment with the institutional scaffolding. **The strength of the University of Huddersfield approach is recognised by the award of TEF Gold for both student experience and student outcomes in 2023.**

Foundations of Student Success

In [figures 3 and 4](#) we articulate aspects of institutional scaffolding as **Foundations of Student Success**, this provides the bedrock onto which we are adding and developing our intervention strategies. The following sub sections summarises each of the cited *Foundations*, which whilst not an exhaustive list of activity, does describe salient activities that contribute to the whole provider approach which cascades from the University Strategy Map, the Teaching and Learning Strategy ([figure 1](#)) and informs our aligned approach to Educational Gain ([figure 5](#)).

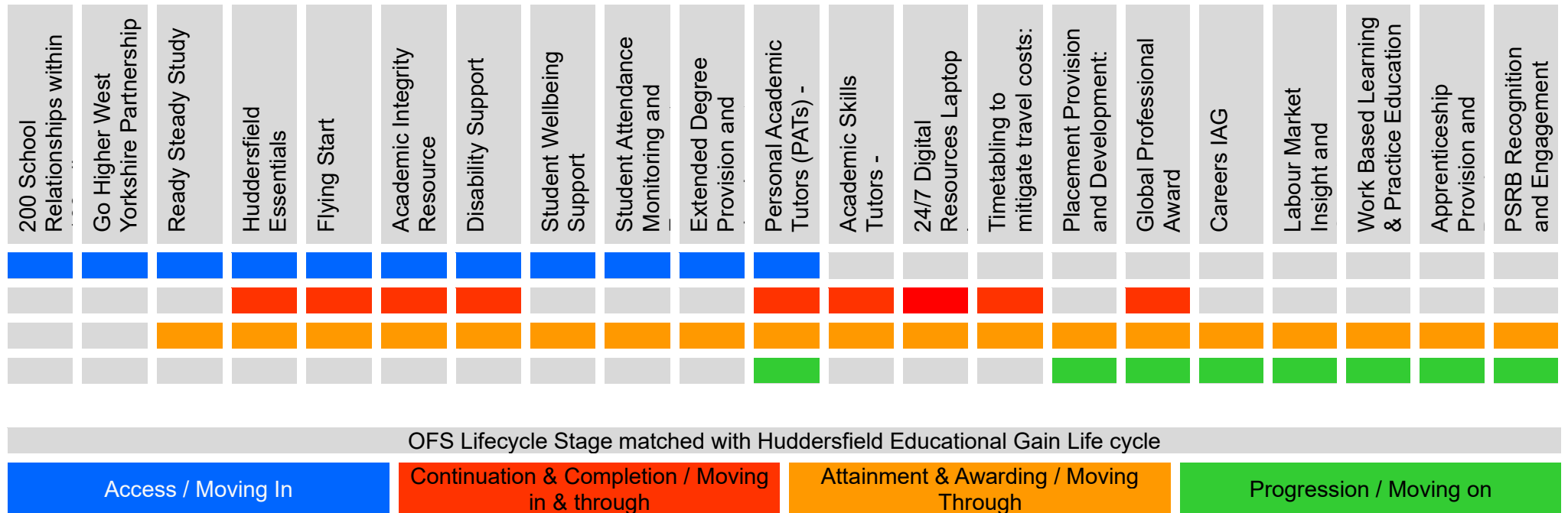
HuDAP provides an excellent example of how our established approaches are integrated with our APP objectives. HuDAP is a longitudinal analysis of internal data which provides insight into where intervention should be targeted. To ensure all staff understand our commitment to student success, we hold annual workshops as part of HuDAP roadshows, at which academic and support staff are required to attend. This serves as a briefing opportunity where staff are updated on student data, which is then interrogated in some detail, facilitated by STLT, to guide course teams towards action plans for the following year - each plan responding directly to course-level data. STLT monitors the action plans and provides support for micro-initiatives which are course specific, and context driven, as well as leading the implementation of institutional initiatives. This ensures that our approaches are well understood and implemented across the whole institution. Inclusion of HuDAP within in Intervention Strategy will also provide a focus point for supporting local teams in designing evaluations of the planned interventions"

HuDAP, alongside an annual Teaching and Learning Conference present opportunities for sharing good practice on themes including reducing awarding gaps and exemplifies our whole provider approach.

Figure 3: Mapping of Objectives and Intervention Strategies. Shows main overlaps with objectives and interventions in the APP recognising that some elements of individual interventions will help to fulfil other objectives.

Objective	Intervention Strategy 1: To sustain partnerships and collaborations to widening access to higher education and raising attainment in feeder institutions	Intervention Strategy 2: Provision of Enhanced Support Team, offering whole lifecycle engagement and support.	Intervention strategy 3: Continued implementation of the HuDAP project work	Intervention strategy 4: Enhanced support for skills and progression	Evaluation
Objective 1: Improve Access and Progression rates for Care Experienced Students					
Objective 2: Reduce Success and Progression gaps for students with Mental Health conditions and Social and Communication Impairment					
Objective 3: Reduce Attainment gaps for students within EIMD1&2, Asian and ABMO groupings					
Objective 4: Reduce Progression gaps for students within EIMD1&2, Asian and ABMO groupings					
Objective 5: Reduce Success and Progression gaps for entrants with vocational level three qualifications					
Intervention Costs new to this APP		£800,000			£50,000
Existing Ongoing Quantified Costs	£21,172	Nil	£365,341	£364,000	
Existing Ongoing Staff Costs	University Outreach and governor activities		Implementation by academic staff	Careers and placement activity	Planning team data analysis

Figure 4: Interventions and Foundations of Student Success: Summary of work is set in our ongoing commitment to our approach to ‘Educational Gain’ (second table) which is based on the student lifecycle and initiatives to help students gain the most from their studies with us.



Access

We have **direct relationships with 200 schools and colleges within a 100-mile radius**, where named staff liaise with colleagues at these institutions to develop relationships to support students interested in taking, HE programmes. We are a recruiting university and use opportunities including open days and applicant visit days to share information with prospective students and their families about the benefits of higher education, and also the expectations of our students.

We actively engage and lead work within **GHWY**. Our Pro Vice Chancellor (Teaching and Learning), Chairs the Board of GHWY, which convenes senior, strategic and expert representatives from across the member institutions to provide governance and strategic direction. Our Head of Schools and Colleges Liaison is a member of GHWY's 'Access and Participation Strategy Group' which convenes senior representatives in relevant roles to discuss and respond collectively to local and national issues, as well as maintain operational oversight of GHWY's activity. We host and employ a GHWY Uni Connect-funded Outreach Officer, who is embedded within our Schools and Colleges Liaison Service). We also have staff members from across the institution participate in various GHWY networks and action groups.

Our commitment to School and College Governance and improving attainment is demonstrated through university staff taking on governorships at over 55 local schools and colleges. We support this through our gold partnership with [Governors for Schools](#), with whom we work closely to place our staff members in appropriate governor and trustee positions, whilst accessing their training and resources to ensure that our staff can provide the best experience and skillset needed. In addition to staff from across the whole University, we have several senior leaders, including the Deputy Vice-Chancellor, the Pro Vice Chancellor for Teaching and Learning, the Director of HR, the Director of Marketing, Communications and Student Recruitment and the Director of Finance and her Deputy who can support and advise our school and college partners.

Continuation and Completion

Students are supported through their journey at the University through institutional structures and initiatives, some of which are designed to identify those at risk of suspension/withdrawal.

We take a proactive approach to onboarding to develop early community building in student cohorts, where belonging is quickly established. This is through pre-arrival guidance at applicant events, and information resource **Ready Steady Study**. The first two weeks of term are highly scaffolded through the **Flying Start** initiative where students work together around early tasks designed to both orient them to the expectations of university study while forming community identity. Course Leaders are given a **Flying Start** framework to work to but have agency to develop activities and tasks contextualised to their programme of study. An evaluation of the impact of **Flying Start** following its pilot year in 2017 demonstrated an improvement in retention of 8.5% for the eight targeted courses which participated and an uplift of 0.9% against other courses at the University in the same year. The initiative has since been adopted by more than 90% of undergraduate programmes.

Students are supported throughout their journey by **Huddersfield Essentials**, a module on the virtual learning environment which sets milestone tasks for students to complete, and provides them with essential information about the University, where to find guidance and support, and how to access resources, including software and technical support. It was developed in collaboration with the Student Union, using feedback from students about what they felt was important to our undergraduate community. It is updated annually in collaboration with SU partners, responding to student need.

We have an **Attendance Monitoring** system which is actively administered. Students who miss a number of consecutive sessions are contacted and offered support. The nature of the contact quickly escalates if absence continues, and students are invited to informal and formal meetings. This process allows us to offer early, targeted and appropriate support to students to address their individual barriers to attendance. This engagement and guidance offers onward support as appropriate to specialist support services such as Wellbeing, Disability, Counselling, and Finance.

Attainment

Qualifications on entry have the biggest single impact on student attainment across the University, and in response to this, a range of interventions have been developed to better prepare students with BTEC and vocational qualifications about what will be expected of them as undergraduates, to help them make the step up from the college and school environment. Our integrated approach to continuation, completion and attainment mean that initiatives are designed to have a positive impact across the student lifecycle. **Flying Start** recognises the challenges faced by non-A-level students in making the transition to HE, and introduces HE study and research skills alongside team building exercises, with early formative assessment opportunities, led by subject specialists from their chosen programme. **Ready Steady Study** helps students understand University academic expectations before they arrive, and **Huddersfield Essentials** includes signposting towards help with academic writing and research.

HuDAP, described above, is a major initiative which operates at all levels of the university structure and is specifically designed to address awarding gaps. It has enabled institutional and course level interventions, with agency placed in the hands of course teams who have developed innovative responses to the data. One project to emerge is **Score As I Learn – SAIL, based on frequent low stakes assessment** driving engagement in learning with Engineering students. (This particular intervention was the focus of work with TASO to evaluate its impact and investigate ways of evaluating novel approaches. See Annex B)

Student attainment data over the COVID period suggested that shifts in assessment technique away from exams and essays towards authentic assessment was impactful in narrowing the awarding gaps. HuDAP is currently focussing on assessment design in response to this insight with a shift towards assessment which aligns with vocational and academic authenticity.

Raising attainment is a key focus of the **Personal Academic Tutor** system, where academic staff take the progress tutor approach to one-to-one meetings with students. All academic staff are expected to work with their allocated PAT students and are supported through a VLE module which sets out the role and responsibilities. Additionally **Academic Skills Tutors** and **Subject Coaches** also work with students on an individual basis to help students improve, with technical teams and library staff also signposted as sources of one-to-one support.

In recognition that our students from low socio-economic households face significant financial barriers to participation and success in HE, we provide **24-hour access to technology for learning**, including course-specific software. We also provide **276 laptops for loan** to enable all students to complete their assignments using professional equipment and resources.

Progression

Huddersfield is in one of the most socio-economically deprived areas in England and in quintile 1 on the OfS Geography of Employment map. Earlier sections (Introduction, Risks to Equality of Opportunity and Intervention Strategies addressing progression) further detail the regional, socio-economic, transport and cultural operating context. Our responses to these challenges take a whole provider approach with strategic direction led from the centre, supported by a central careers team, working with staff and students at School level.

The **Global Professional Award** was developed under the leadership of the PVC Teaching and Learning, with STLT and Student Services teams, with the aim of helping students develop and recognise their social and cultural capital useful to them in gaining entry to graduate employment. All undergraduate students are enrolled to the programme and are expected to undertake some form of work experience, including voluntary work, and build reflective skills useful in job seeking. It also encourages good practice in maintaining wellbeing. Teaching and learning are delivered centrally, and students are timetabled in such a way that they mix with others from different Schools and courses to facilitate undergraduate networking.

All students have access **Careers Guidance** staff, a central resource which operates as **Careers Consultancy** at School level. Careers staff help to prepare **School Employability and Enterprise Plans** (SEEPS), to ensure delivery of tailored careers education and advice. They use data from the labour market insight tool **Lightcast** to inform SEEPS and curriculum development, ensuring that programmes are current and meet market need. Lightcast labour market data has been integrated into a student facing

Graduate Careers Explorer dashboard that provides highly contemporary information on skills currently demanded in the UK labour market and links them to skills developed in degree programmes.

University policy requires that all programmes are validated with a placement year or work-based learning opportunities to ensure all students are supported in developing employability skills, and in understanding their own value in the labour market. **Placement** and work-based learning is important in enabling them to build good CVs, grounded in experience and making them attractive to employers in the region. Placement year activity is formally monitored and assessed. For those who face barriers to longer term placement activity, the University has piloted the *Lend a Hand* initiative where students can volunteer to a range of projects through **micro placements** within the Huddersfield area. Extension experience building through micro placements is a goal of APP intervention strategies.

In the School of Applied Science, the **Science Extended Degree (SED)** is designed to improve student attainment, but also provide routes to programmes with specific graduate job destinations, including pharmacy, forensic science, optometry and engineering. It is acknowledged that without this route into science programmes, graduate work would be harder to secure for students who are primarily from EIMD1&2 ABMO households and did not achieve grades which would give them access to year one of undergraduate programmes. The success of the foundation year approach has led to a decision to introduce foundation years for students on human and health studies programmes (routes into nursing and allied health professions), computer science and engineering in the 2024/25 academic year. The **Extended Degree** approach is an example of a School based response to APP challenges being adopted more widely within the institution.

Educational Gain

We take a institutional approach to student success, with strategies and systems in place to ensure our environment enables all staff to understand and engage with initiatives designed to be transformative for our students. We conceptualise our support for student success through our Educational Gain Index where we have identified metrics to enable us to measure student engagement. This matrix is still in development but builds the narrative of the student lifecycle around “moving in, moving through, moving on’ and is useful in the context of the APP as it will allow us to develop metrics in line with the student lifecycle to better identify areas for targeted intervention.

Figure 5 Educational Gain Measures and Index

University of Huddersfield - Educational Gain Measures and Index						
Life-cycle Stage	Educational Gain Projects	Aims of Project	Relevant Metric up to Sept 2022	Further Action Planned and Aims	Mature Metrics	% in Index
Transitioning - Moving In	Ready Steady Study	Pre arrival resources to help prepare applicant for study.	Over 2500 visits with over 50% completing at least one of three sections.	Increased usage of the portal by incoming cohorts.	% students using the portal	30%
	Huddersfield Essentials	Induction and ongoing resource to the Uni and study.	37% of incoming students engaging with material.	Increased usage of the material.	% of students using	
	Flying Start	Focused on building community of learners and student confidence.	% of courses running the programme - currently over 90%	Maintain ethos of programme across the institution.	Maintain at over 90%	
Developing throughout - Moving Through	Global Professional Award	Development programme for employability, <u>resilience</u> and citizenship.	% first year completing workshops – currently 50%.	Completion of CMI and GPA certificate.	% graduating with the certification	40%
	Career Readiness Survey	Ensuring high levels of completion at each enrolment.	% of student completing survey- currently over 90%.	Extend 'My Graduate Plan' and increase % <u>students</u> that are career ready.	% 'career ready' in final year	
	HuDAP	Data and insight <u>informs</u> focus, pedagogy, and interventions to remove differential outcomes.	Attainment gaps are not statistically significant for many groups <u>e.g</u> Black, mixed, other.	2025 aim for no gaps for all ethnic groups and demographics (e.g. IMD).	No gaps by 2025	
	SU 'Community Engagement Measure' and University sports facility usage	SU engagement pyramid (see SU submission) and 'More students, more active, more often' co-developed sports strategy.	SU targets (currently achieved) and over 2000 unique student users of sports facilities in 21/22	Increased engagement with SU and sports activities. Increased demographic analysis of data.	% of target achieved	
Progression and Employment - Moving On	Placement opportunities	Increased opportunities for, and students completing, placements.	% students taking opportunity for placement.	Increase in placement completion.	% of student completions	30%
	Employer engagement in course areas	Students engaged with employers and alumni in each year of study.	Under development	More students engaged with employers and alumni in each year of study.	% students with employer engagement	
	Graduate Outcomes data	Evidence of students utilising learnt skills for career and finding GO meaningful.	63.8% agreement with utilising learnt skills and 82.8% finding GO meaningful.	Evidence of students valuing course for career skills and activities.	% positive response	
	'Value Added Outcomes' metric	Not yet measured.	Under development.	Value added score	Value added score	

6. Student consultation

Developmental engagement

We consistently work in partnership with our students in the development of institutional initiatives to address access and participation gaps. For example, we have coproduced cost of living support initiatives such as Eco Eats with the Students' Union, and the GPA curricula was co-produced with students to address progression challenges. There are student officers on all key committees and working groups who are actively encouraged to make a full contribution to discussion, and the SU has in place societies and networks to facilitate student debate.

This standing practice of student engagement extends to the APP. Student officers are active participants in the APP development group and contributed to the drafting of our plan. Additionally, development proposals for intervention strategies were shared more widely with the B.A.M.E. Ambassador, DSN and CSMG representatives as part of its journey through university committees. This includes the B.A.M.E. Ambassador scheme where students of minority heritage volunteer to act as champions for the ABMO community within academic Schools; The Disabled Student Network and the Class and Social Mobility Group.

Students' Union and B.A.M.E network representations requested we give consideration student hardship and cost of living at the point of need; and also, to the barriers that B.A.M.E students may face in making applications for hardship funds. This representation informs the establishment of workers in the Enhanced Support Team, who are prioritised towards working with groups of students experiencing barriers.

As a result of this consultation:

- A. Student Success Bursary support has been prioritised towards flexible support led by EST engagement and removal of an income qualification. The latter of which can be a barrier to accessing conditional funding which uses SFE data, which is partial as some students' circumstances mean this data is not automatically available.
- B. The need for an Enhanced Support team has been agreed, where extra care and attention can be offered to students who need and will benefit from this extra support

Monitoring and evaluation

APP goals to reduce differential outcomes, are embedded within the University Strategy map and KPIs, consequently they form part of our ongoing evaluation of performance. Detailed reports on completion, continuation, attainment and progression are considered by University Teaching and Learning Committee where Student Officers are active participants. Section 7 details our plans for institutional level monitoring and evaluation of the plan which will include Students' Union representation on the APP Steering Group

Additionally, coproduction and co-delivery is embedded in UoHs practice. Examples of how this will be sustained are:

- A. Hardship Funds will continue to be monitored by the Access to Learning Fund Committee which includes Students Union representatives able to shape the patterns and priorities for disbursement.
- B. The Enhanced Support Team' establishment and delivery will be supported with student user group and engage the existing student networks to ensure activities are relevant and contributing to student outcomes

7. Evaluation of the plan

University & Strategic monitoring

APP goals to reduce differential outcomes, are embedded within the University Strategy map and KPIs, consequently they form part of our ongoing evaluation of performance. For example, detailed reports on completion, continuation, attainment and progression are considered by University Teaching and Learning, University Senior Leadership Team and are ultimately monitored by University Council. Additionally, there is operational and granular level evaluation.

- HuDAP provides high quality data to better enable evaluation of attainment at institutional level down to module level, which is used to develop institutional strategic approaches but also drives the application of institutional initiatives at module level.
- A Graduate Outcomes Working Group meets quarterly to monitor progression data and ensure interventions designed to impact progression are impactful.

APP Evaluation governance and monitoring

The interdependency of specific interventions with our existing practices, designed to impact on student outcomes, makes evaluation of the impact of single interventions a complex endeavour requiring dedicated resourcing, governance arrangements and a mixed method approach.

The above conclusion and arrangements described below are informed by our successful bid to work with TASO on a project to evaluate institutional use of data to gain insight into HuDAP impacts (*Score As I Learn (SAIL): low stakes assessments at the University of Huddersfield* to be published in the summer of 2024). The outcome of this project highlighted:

- A. The importance of developing evaluation methodology in tandem with intervention development.
- B. Reliance on quantitative methodology for evaluation is insufficient, and qualitative data is needed to properly understand why and how interventions impact student success.

Evaluation Focus

Our primary evaluation focus will be on the impact of specific resourced interventions, to understand:

- The impact of **Student Success Bursaries** on student outcomes.
- The impact of **extended care experienced** support on access and student outcomes.
- The impact of an **Enhanced Support Team and full lifecycle approach** on the student outcomes of target groups.
- The impact of **GHWY Access interventions** at a sub-regional level by GHWY.

The primary focus on student outcomes, as demonstrated through benchmarkable OFS quantitative metrics, will be augmented with other analysis to bring a rich perspective to the factors and phenomena at play. This acknowledges that, in many cases, it will be very difficult to isolate confounding factors which will vary over time. Consequently, we anticipate integrating within our overall and rolling evaluation some of the following:

- An annual review of OfS performance indicators and internal metrics to evaluate performance and inform any adjustments to intervention plans
- A summative mixed methodology assessment to evaluate the impact of the interventions in quantitative and qualitative terms, including consideration of students' outcomes, experiences and impact on OfS PIs/TEF metrics
- Integration with annual HuDAP attainment analysis, with a particular focus on the performance of student groups we are seeking to influence
- Ongoing evaluation of how vocational qualifications and introduction of T-levels (a confounding factor) may impact on student outcomes.
- Development of our educational gain index to identify how measures of educational gain/student engagement at key lifecycle states impact on student outcomes for target groups
- Enhanced Support Team Evaluation: to evaluate how provision is sustaining student engagement, satisfaction and outcomes through the full student lifecycle

- Impact of the extension of foundation year provision, drawing through best practice from STEM, to disciplines in health and social care.

We will use the period between approval and implementation commencing in September 2025 to mobilise for delivering the Intervention Strategies 1-4. This will include iteration of each Intervention strategy to incorporate a Theory of Change which will include further consideration of evaluation at the detailed stage of intervention design and prior to live implementation

Resourcing Evaluation

£50,000 per annum will be allocated to enable the above evaluation. A range of evaluation experience and access to well-managed, high-quality data will be required. Consequently, our provisional allocation is

A minimum of 60% is allocated to a dedicated APP *Education Evaluation Analyst* to establish a part time role co-located within the Strategic Teaching and Learning Team and Planning and Business Intelligence Team, with the following core duties:

- Ensuring evaluation planning is included at all stages of intervention development, delivery and review
- Maintaining and analysing quantitative and qualitative student outcomes data sets
- Coordinating the governance and evaluation arrangements for the APP

The balance of resource will be allocated to engage additional specialist evaluation, including qualitative evaluation and independent review. This provides flexibility through the lifecycle of the APP to focus evaluation in response to emerging evidence and insight and provides a resource to support dissemination activities.

Governance

In addition to the University level monitoring described [above](#), evaluation and delivery will be supported by the establishment of a Bi-annual APP Steering Group, supported by any necessary task and finish groups and interim meetings. Anticipated business is:

	Winter (Jan)	Summer (July)
Outcomes Data	Internal Data Review and Insight reporting	Review of Annual OfS PIs
Interventions	Intervention Project Plan review Interim Intervention impact report	Intervention Project Plan review Annual Intervention impact report
Evaluation	Evaluation Project Plan Review Interim Evaluation Outcomes	Evaluation Project Plan Review Annual Evaluation Report
Dates TBC in line with broader university governance, OfS reporting deadlines and data readiness.		

8. Provision of information to students

Our accessible website hosts a range of key information accessible at all stages of the student lifecycle.

- Prospective students start their online information search at via <https://www.hud.ac.uk/study/> . Specific information related to fees and financial support is accessed via <https://www.hud.ac.uk/undergraduate/fees-and-finance/>
- Finance information to current students is available from <https://students.hud.ac.uk/help/finance/> and sits within a broad suite of online student support information hosted on <https://students.hud.ac.uk/> for current students.
- Information regarding our APPs is accessible here <https://www.hud.ac.uk/about/accessagreements/>

Additionally, we recognise the importance of proactive promotion and face to face Information Advice and Guidance.

- Our outreach via GHWY, direct recruitment activities and on campus events include information and sessions highlighting the student support available including finance, hardship and fees support.
- Pre enrolment initiatives (Ready, Steady Study) and induction activities (Flying Start and Huddersfield Essentials) aid students to develop knowledge of the support available to them.
- Importantly the provision of the Enhanced Support Team, recognises the barriers that some students face in accessing services and support; this investment aims to ensure barriers that disadvantaged students face are minimised.

We will update and maintain these resources in line with the agreed APP.

Annex A: Further information and analysis relating to the identification and prioritisation of key risks to equality of opportunity

Methodology

An initial review of the OfS Access and Participation (AP) data was carried out to identify major themes. Although all groups were considered, the focus of the analysis below is on Full-time All undergraduates, which account for 91% of our AP Entrant population (compared to 82% for all registered English HEPs).

Level of study	Mode of study	
	Apprenticeship	
All undergraduates	5%	
Level of study	Mode of study	
	Full-time	Part-time
All undergraduates	91%	5%
Other undergraduate	0%	2%
First degree	86%	3%
Undergraduate with postgraduate components	5%	0%

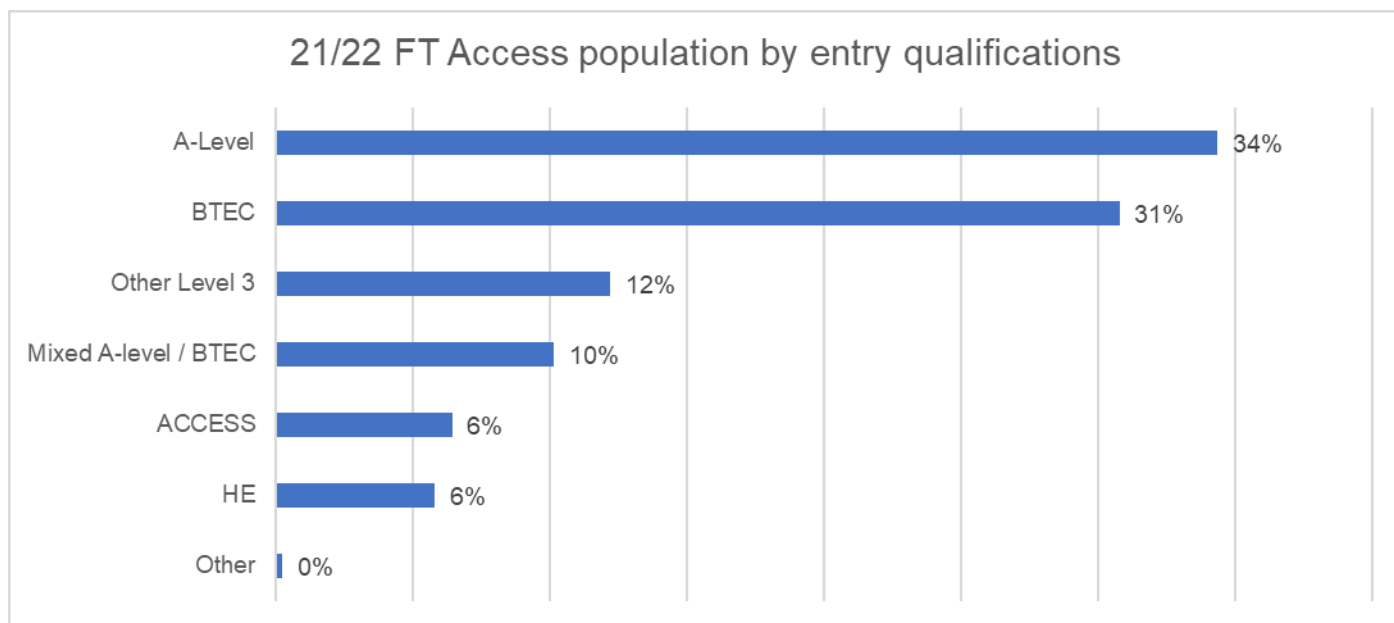
This initial analysis identified gaps in the 4-year aggregate indicators where greater than 75% of the statistical uncertainty distribution for the gap lies above zero. The gaps were then further reviewed and prioritised according to effect size (gap * size of disadvantaged group), comparison to sector gap, comparison to local demographics, whether the gap is widening (2-year aggregate gap greater than 4-year aggregate gap). As the effect size is biased towards larger groups, a review of smaller groups with gaps was also carried out. Where themes were identified, a more detailed analysis was carried out using the OfS individualised files, with internal fields used as appropriate to allow for a more nuanced understanding of relevant characteristics, local insight, and intersectionality. G-tests/Z-tests were used to determine statistical significance between categories/proportions (with Bonferroni correction where appropriate), and logistic regression models were used to determine the major factors where necessary. Counts displayed below are generally rounded to the nearest 5 for data protection reasons.

Note that where the ABCS measures were highlighted in the OfS data as a significant difference further analysis was undertaken to identify the key underlying factors. Although valuable, the ABCS quintiles cover a broad range of characteristics which presents a difficulty when identifying appropriate interventions and initiatives. Due to the degree of intersectionality between the identified factors we expect that progress in the underlying factors will translate to progress in the ABCS measures directly.

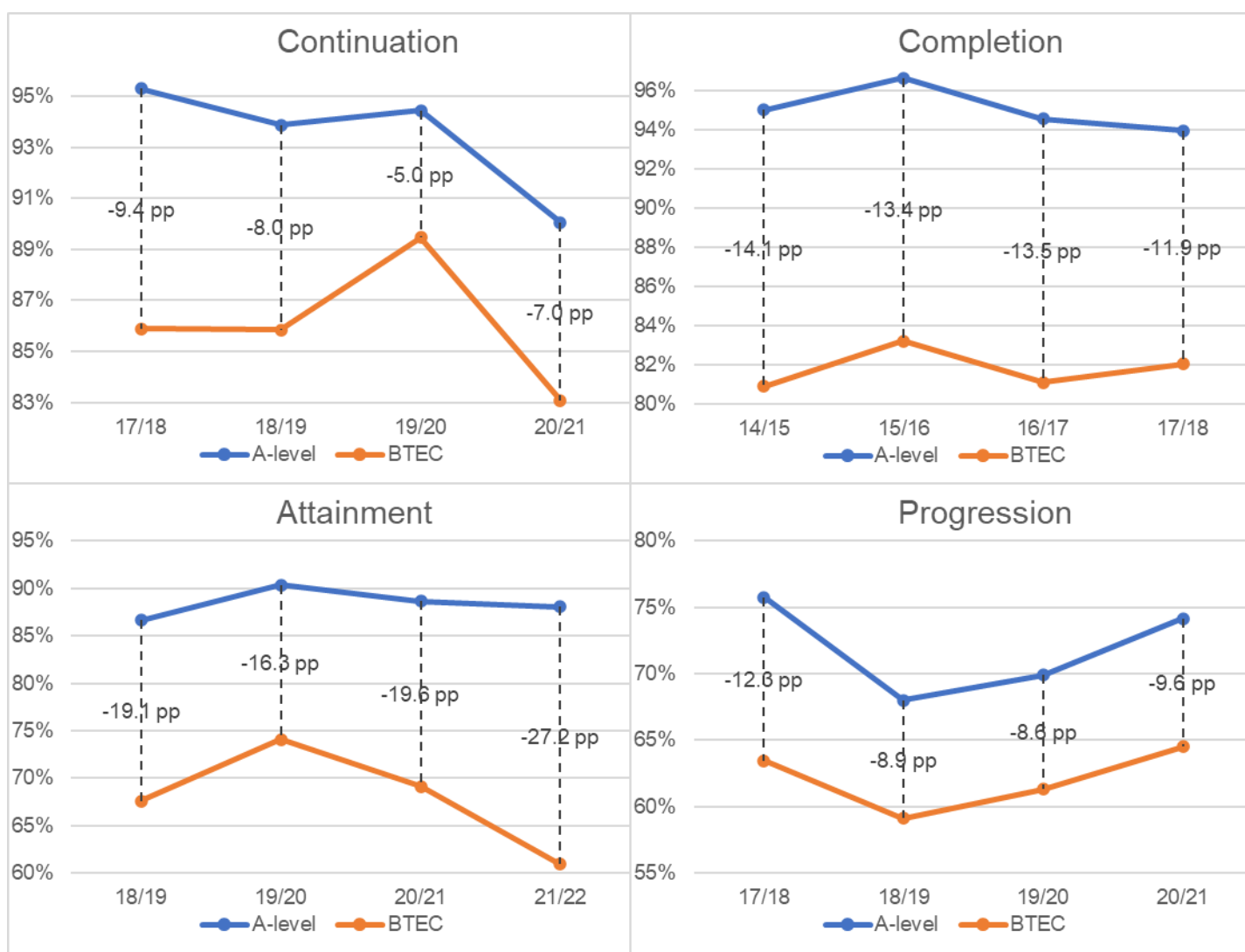
Entry Qualifications

Entry with non-A-level qualifications is a significant determiner of performance across each of the student outcome metrics and is particularly pronounced in the comparison between A-level and BTEC qualifications, which together make up the majority of our entrants. Internal analysis extended the OfS groupings of qualifications to include those with lower tariff scores, and more explicitly separate the mixed qualifications. With this grouping the performance difference is more pronounced and shows more clearly the need for enhanced support for students entering with BTEC qualifications alone.

Access population by entry qualification groups (internal grouping)



Student outcome metrics (full-time) by comparative entry qualification groups (internal grouping)



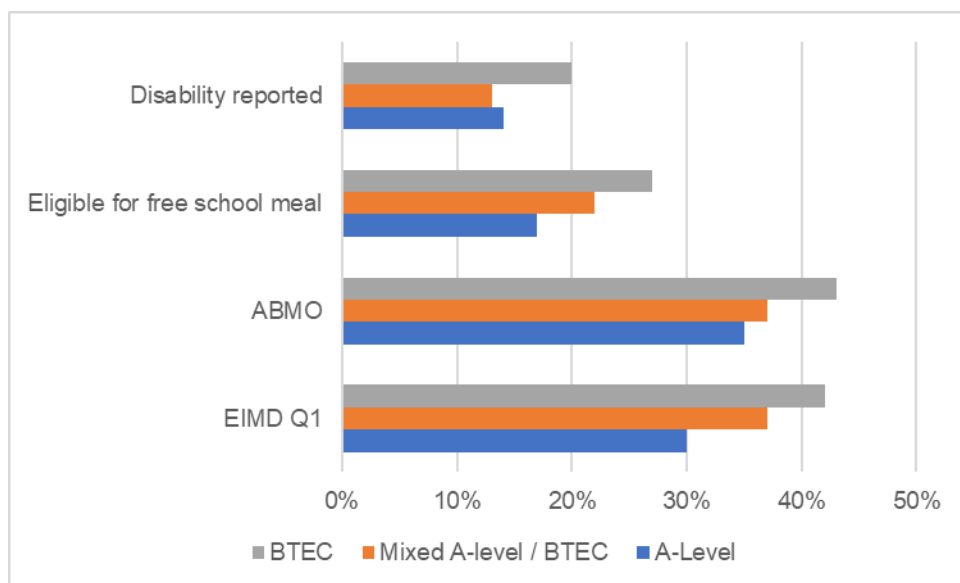
The effect in all metrics apart from progression is most pronounced when student’s entry qualifications consist solely of BTEC qualifications, particularly in the Attainment metric, where working with internal groupings of qualifications we see a difference of 20.3pp compared to the A-level group.

Student outcome metrics (full-time) by comparative entry qualification groups (internal grouping)

Category	Continuation		Completion		Attainment		Progression	
	Population	Indicator	Population	Indicator	Population	Indicator	Population	Indicator
A-Level	5,045	93.5%	5,675	95.1%	4,755	88.4%	3,250	71.9%
Mixed A-level / BTEC	1,255	91.4%	1,290	90.8%	1,060	80.4%	655	64.4%
ACCESS	685	89.9%	650	90.2%	530	82.3%	300	84.1%
HE	745	86.8%	780	86.3%	525	81.7%	355	76.5%
BTEC	3,870	86.1%	4,310	81.8%	2,975	68.1%	1,860	62.0%
Grand Total	11,600	90.2%	12,730	89.3%	9,845	80.7%	6,415	69.1%

There are a couple of major points which help put this difference in context. Firstly, the intersectionality of student characteristics means that a number of factors affecting student outcomes coalesce in the BTEC only population.

Proportion of characteristic by selected entry qualification grouping. Attainment population 4-year aggregate, unknown categories removed



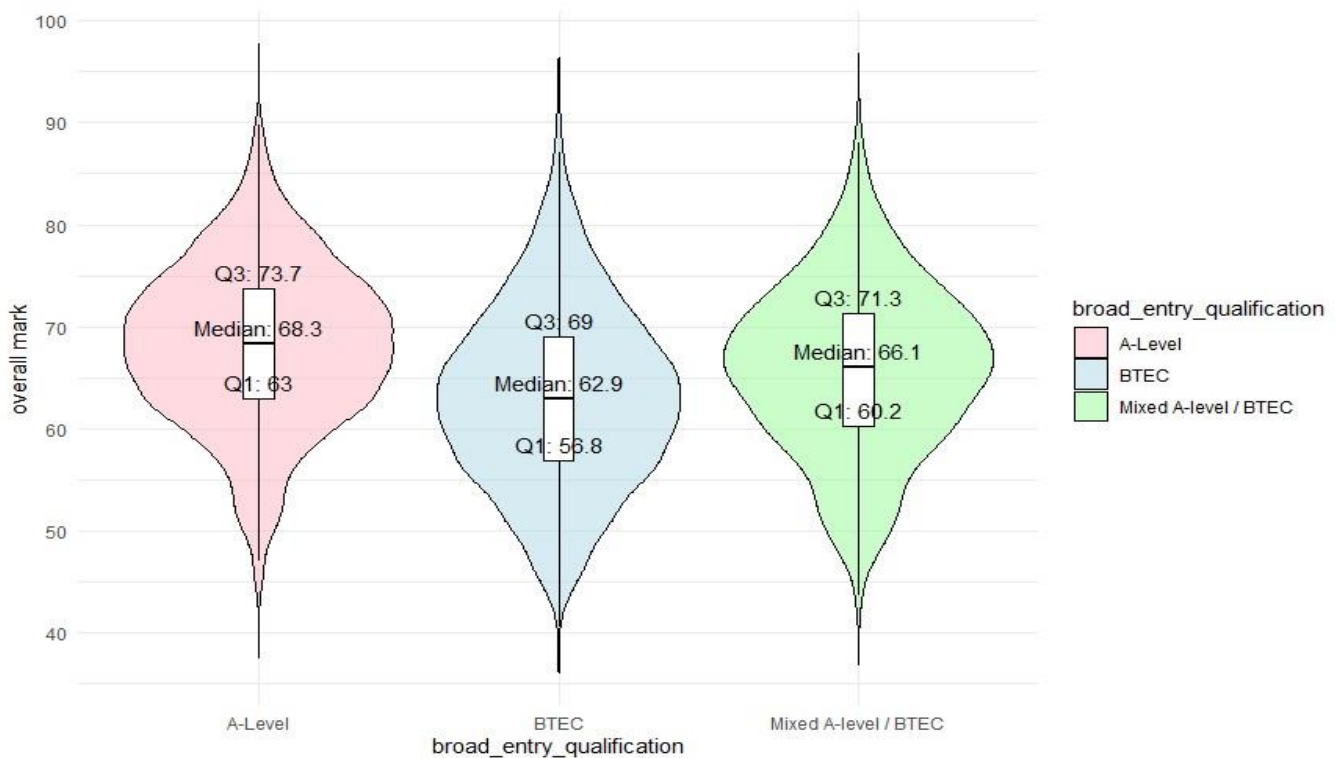
Secondly, that the difference is not explained by tariff points on entry. Despite BTEC entrants having a higher average point on entry the attainment difference remains, and multiple internal analyses support the OfS findings that all but the highest grades for BTEC entrants are outperformed by A-level entrants <https://www.officeforstudents.org.uk/publications/maintaining-the-credibility-of-degrees/> (Fig4)

Summary of Attainment by selected entry qualification groups, standard tariff population 4-year aggregate

Points group	A-Level		BTEC	
	Count	Attainment	Count	Attainment
Less than 48 points	15	73%	40	76%
48 - 63 points	75	77%	50	69%
64 - 79 points	340	75%	55	55%
80 - 95 points	950	80%	155	66%
96 - 111 points	1,505	87%	240	57%
112 - 127 points	1,565	92%	455	62%
128 - 143 points	955	94%	490	58%
144 - 159 points	530	94%	690	65%
160 - 175 points	270	93%	1,205	75%
176 - 191 points	145	95%	145	80%
192 - 207 points	115	88%	120	73%
208 - 223 points	70	96%	65	81%
224 - 239 points	35	97%	40	78%
240+ points	60	100%	65	89%
Grand Total	6,635	88%	3,810	68%

Note that the Attainment gap can put into further perspective when looking at overall marks, which shows that the difference in median overall mark for BTEC students is just 5.4 lower than A-level students, perhaps surprising given the gap when measured through the Attainment metric. The distribution of the overall mark generally suggests that even a relatively small shift in marks per BTEC student would have a material impact. In particular, naïve modelling using standard mark thresholds shows that an increase of 3 marks for BTEC students would reduce the gap by 10 pp, and an increase of 6.5 marks would eradicate the gap altogether.

Summary of overall mark by selected entry qualification groups, Attainment population 4-year aggregate



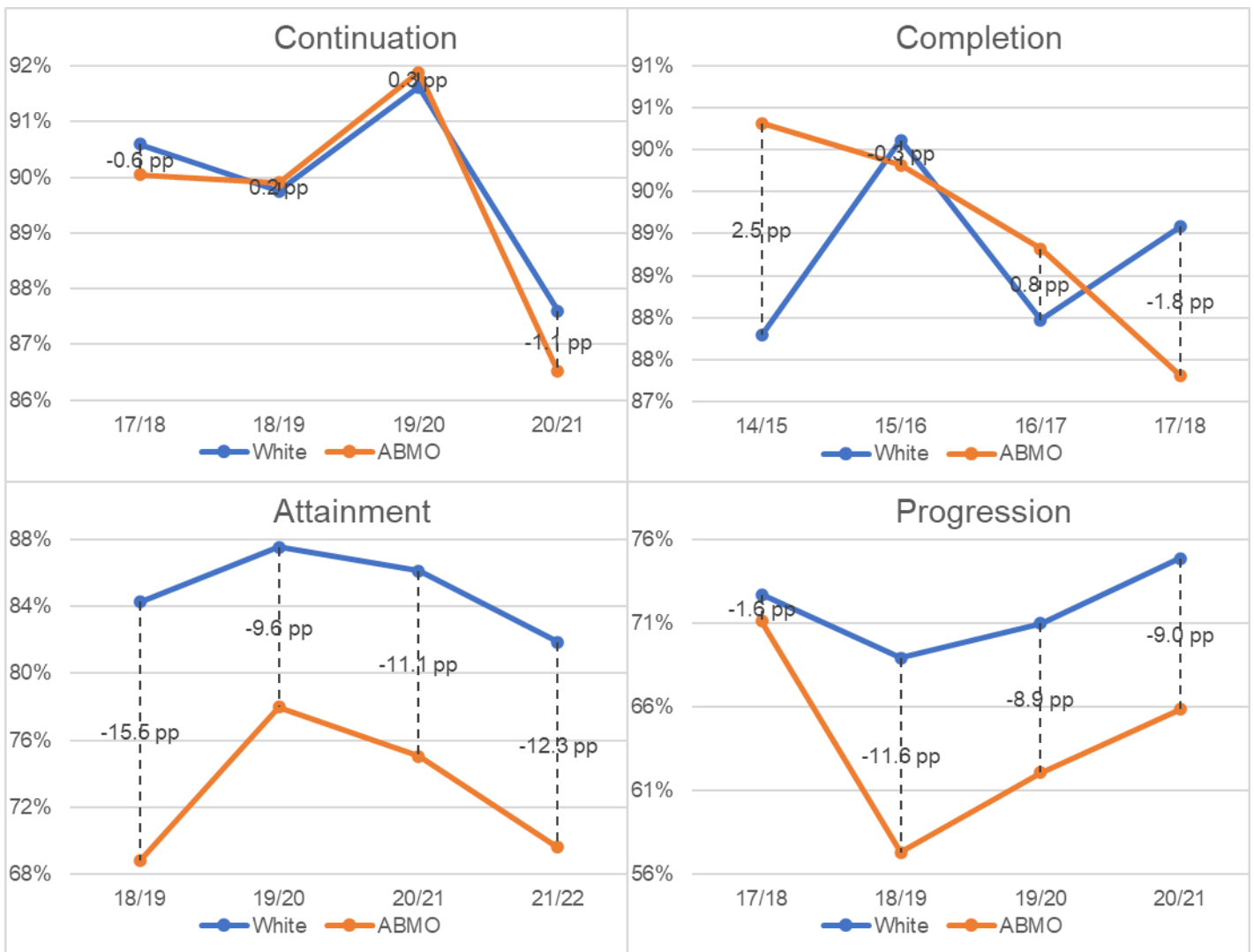
Ethnicity

There are strong rates of participation across traditionally under-represented ethnic groups at the University of Huddersfield, both against the local demographics and against the region. Note that the Huddersfield Travel to Work Area (TTWA) aligns closely to the Local Authority area of Kirklees, with 87% of the Output Areas in Kirklees falling within the Huddersfield TTWA (9% within Bradford and 3% within Leeds), meaning that the local authority area gives a good proxy for “local” students.

Census 2021 ethnicity for Kirklees shown against four-year aggregate full-time Access population

Group	Kirklees 16-24	University of Huddersfield (Kirklees resident)	University of Huddersfield (all)	Yorkshire and Humber HEPs
Asian	28%	43%	32%	15%
Black	2%	3%	6%	5%
Mixed	5%	5%	4%	4%
Other	2%	1%	1%	2%
White	64%	47%	57%	74%
Headcount	47,170	3,605	13,010	162,190

Student outcome metrics by high-level ethnicity grouping, full-time Access and Participation population



In terms of student outcome metrics, the areas of focus can be seen to be Attainment and Progression. For Attainment these challenges exist in the sector and in the region, however for Progression it is a particular challenge for our institution.

Attainment population, full-time, four-year aggregate

Attainment	ABMO	White	Gap	Headcount
University of Huddersfield	72.8%	85.0%	-12.2 pp	10,520
Yorkshire and Humber post-92	68.4%	81.7%	-13.3 pp	58,000
Yorkshire and Humber pre-92	81.8%	89.7%	-7.9 pp	62,180
Sector	73.0%	84.3%	-11.3 pp	1,073,930

Progression population, full-time, four-year aggregate

Progression	ABMO	White	Gap	Headcount
University of Huddersfield	64.0%	71.7%	-7.7 pp	6,930
Yorkshire and Humber post-92	66.0%	71.6%	-5.6 pp	34,250
Yorkshire and Humber pre-92	76.2%	77.8%	-1.6 pp	39,930
Sector	70.2%	73.5%	-3.3 pp	693,760

Within the ABMO population we see varied outcomes, with the Asian group being the largest sub-group and having a statistically significant difference. The variation in the ABMO groupings and the large population in the Asian group justifies the inclusion of both ABMO and Asian groupings for enhanced support strategies.

Attainment and Progression population, full-time, four-year aggregate

Group	Attainment		Progression	
	Population	Indicator	Population	Indicator
Asian	2,690	73.0%	1,530	63.3%
Asian or Asian British – Bangladeshi	155	72.1%	90	60.9%
Asian or Asian British - Pakistani	1,910	71.0%	1,015	61.7%
Asian or Asian British - Chinese	50	78.0%	40	65.1%
Asian or Asian British - other	135	72.1%	85	66.4%
Asian or Asian British - Indian	445	81.3%	305	68.2%
Black	520	70.1%	370	65.8%
Black or Black British - other	30	66.7%	20	53.2%
Black or Black British - Caribbean	85	75.9%	70	58.4%
Black or Black British - African	405	69.1%	280	68.5%
Mixed	355	76.4%	220	68.1%
Mixed - White and Black African	40	72.5%	20	60.0%
Mixed - other	75	74.0%	45	67.3%
Mixed - White and Asian	100	78.6%	70	68.1%
Mixed - White and Black Caribbean	145	77.2%	85	70.4%
Other	150	71.1%	90	60.2%
White	6,800	85.0%	4,715	71.7%
Grand Total	10,520	80.7%	6,920	69.3%

Integrated Foundation Years

We offer integrated foundation years which currently provide an entry point into two main pathways for students who do not meet the standard entry requirements for year one entry to a First Degree. We currently offer the Engineering Foundation Year, which provides a route into onto our Mechanical and Electrical Engineering programmes, and the Science Extended Degree (SED) provides a route onto a range of courses including Chemistry, Biology, Optometry and Pharmacy. In 24/25 we will be extending our provision of Integrated Foundation Years to provide pathways onto other programmes such as Health, and Computer Science

Destination of students on Foundation years by year of original entry, Access population

Course from / to	17/18	18/19	19/20	20/21	Total
Engineering Foundation	53	27	36	31	147
MEng/BEng (Hons) Mechanical Programme	29	20	26	22	97
BEng (Hons) Electrical Programme	4	1	3	2	10
Other First Degree courses UoH	6	1	3	7	17
Transfer to other institution	14	5	4	0	23
Science Extended	77	77	114	95	363
Undergraduate Chemical Sciences FT SW	22	30	29	10	91
Undergraduate Biological Sciences FT/SW	17	11	31	27	86
BSc (Hons) Optometry FT		15	30	36	81
MPharm	27	9	16	16	68
Other First Degree courses UoH	11	12	8	6	37
Transfer to other institution	19	23	28	37	107

Students entering one of the integrated foundation year programmes are more likely to enter with a lower tariff, with a median of 96 points and 65% of entrants on a foundation year having less than 112 points on entry, compared to a median of 128 points and only 30% with less than 112 points on non-foundation years.

Full-time, Access population four-year aggregate, known tariff points, 48 points or higher.

Entry Points group	No foundation year	Foundation Year
48 - 63 points	1%	3%
64 - 79 points	3%	13%
80 - 95 points	9%	28%
96 - 111 points	16%	21%
112 - 127 points	21%	12%
128 - 143 points	15%	7%
144 - 159 points	15%	7%
160 - 175 points	16%	7%
176 - 191 points	2%	0%
192 - 207 points	1%	0%
208 - 223 points	1%	0%
224 - 239 points	1%	0%
240+ points	1%	0%
Total count	10,260	830

They are also more likely to be from other disadvantaged groups

Full-time, Access population four-year aggregate by foundation year and selected characteristics

Group	ABMO	EIMD Q1	Parental home
Foundation year	80%	53%	72%
Non-foundation year	40%	40%	53%

In terms of performance, the largest differentials are in the continuation and completion metrics, with gaps of 10.8pp and 14.6pp respectively.

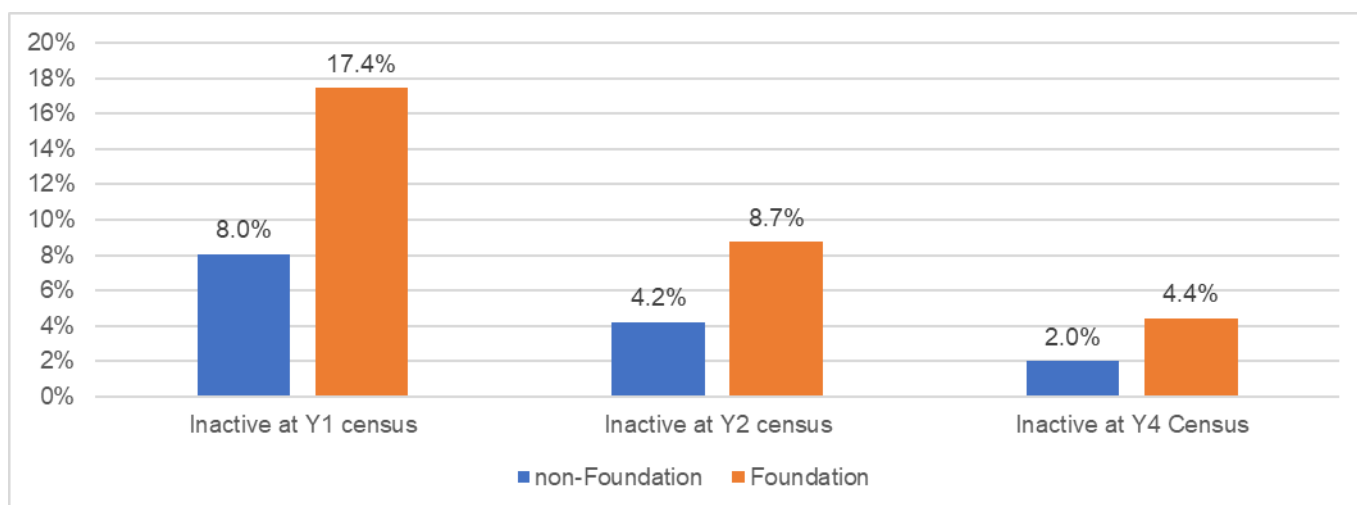
Student outcome metrics, full-time, four-year aggregate, Access and Participation population

Category	Continuation	Completion	Attainment	Progression
No foundation year				
population	12,355	13,340	10,290	6,675
Indicator	90.3%	89.4%	80.5%	69.2%
Foundation year				
population	660	570	385	275
Indicator	79.5%	74.8%	76.1%	70.2%

Note that we see around double the proportion of students becoming inactive at each census point for students who took an integrated foundation year compared to those who didn't. Also, with the fact that the proportion becoming inactive roughly halves between each census point for all students we have the following observations. Firstly, we note that for full-time students undertaking an integrated foundation year, the Y2 census point is equivalent to the Y1 census for those not undertaking a foundation year, and the rates of inactivity at those points is not statistically significantly different (8.0% against 8.7%, G-test $p=0.659$), suggesting that those who continue from a foundation year to the standard first-year point of a degree are as likely to continue from the standard first year as those who entered directly – in other words, the additional effect of foundation year on continuation is predominantly the transition from foundation year (programme year 0) to the standard entry point (programme year 1).

Secondly, whilst transition between year 1 and year 2 of study (i.e. continuation for Full-time) is rightly considered as the most critical point of a student's transition through the course, the transition from year 2 into year 3 of study is also worth close monitoring and intervention.

Completion Population, Full-Time, 4-year aggregate, inactive students as a proportion of those continuing at the previous census point

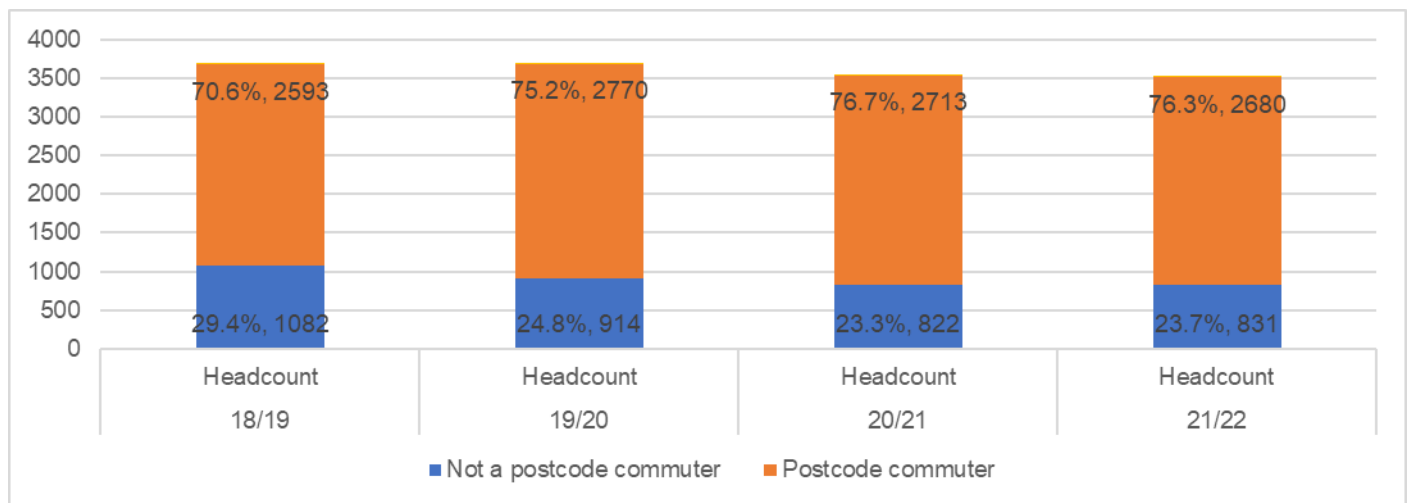


Commuter students

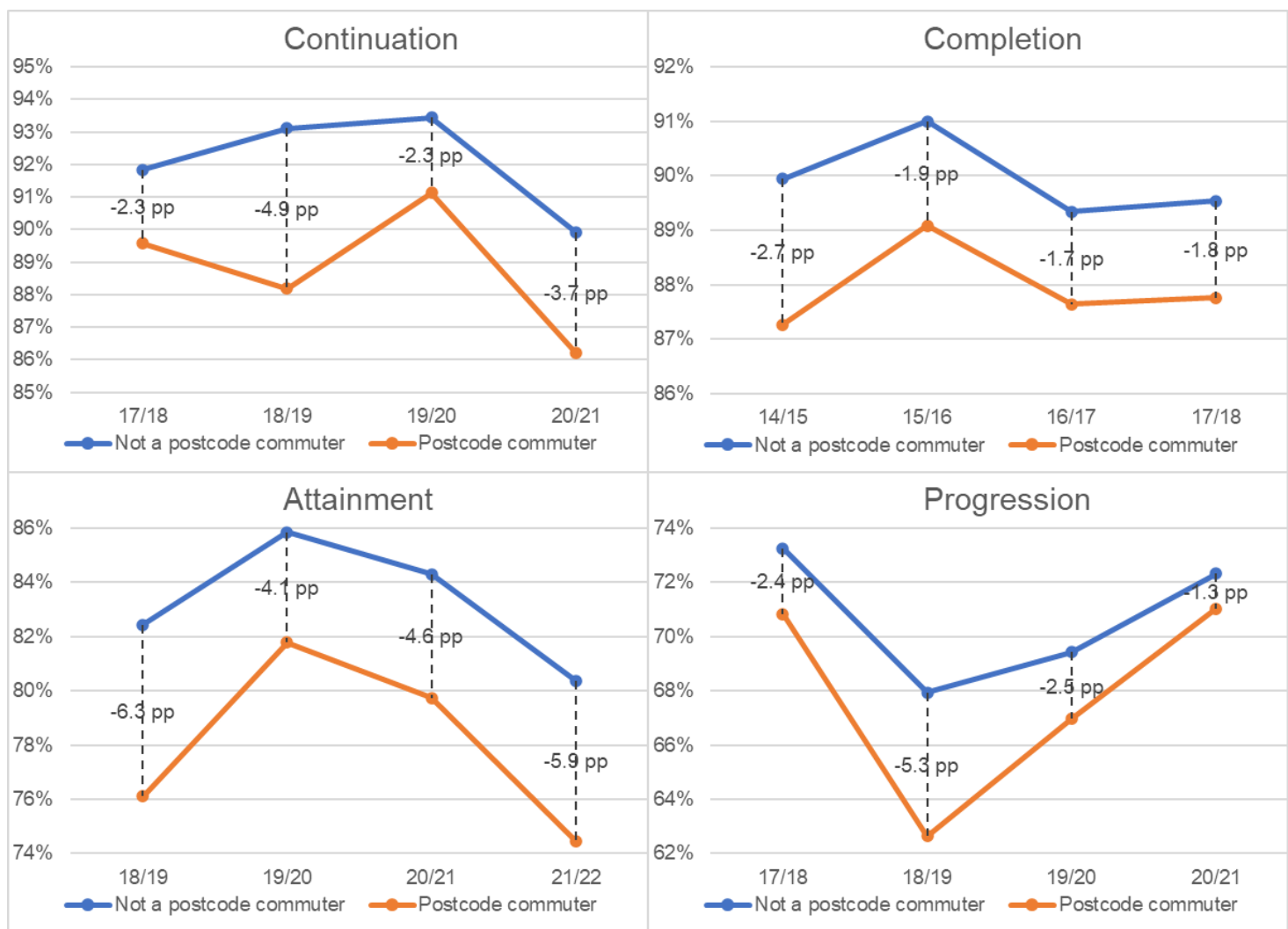
Whilst there is no standard definition of commuter student in the sector, there are some common definitions that aim to measure commuters in the sense of distance (e.g. distance/travel time to campus or the OfS

definition using Travel to Work Areas), or aim to measure immersion in the student experience (e.g. "postcode commuter" where home postcode = term time postcode, or accommodation type). For the University of Huddersfield, the postcode commuter definition often provides the largest performance differential, and these students make up the majority of our Full-time Access population.

Access population, full-time, by commuter status,



Student outcome metrics by postcode commuter status, full-time Access and Participation population

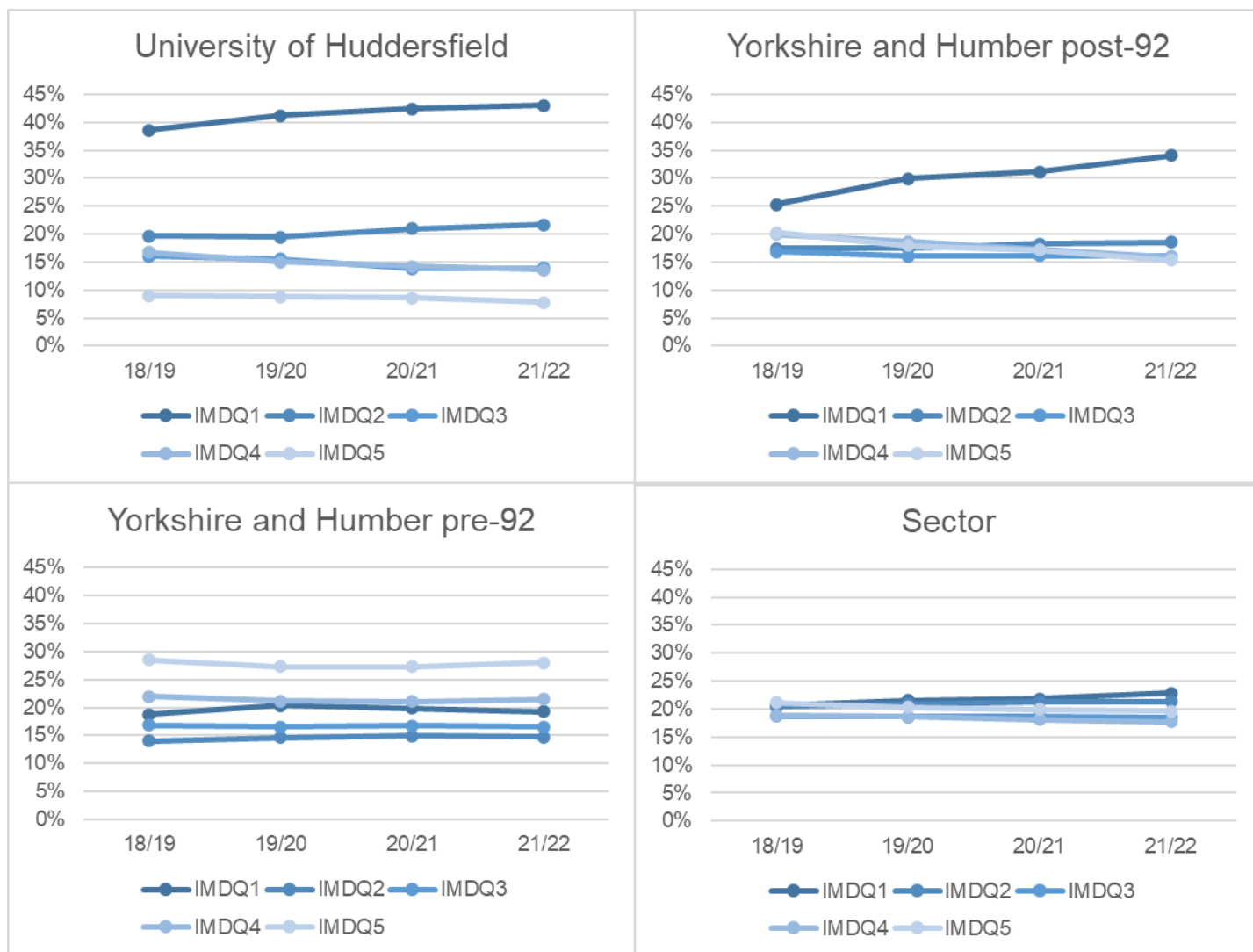


In terms of student outcome metrics , internal analysis shows that Commuter status is not a direct factor, but the particular challenges associated with commuter status should be considered where they coincide with other identified risk factors. .

EIMD

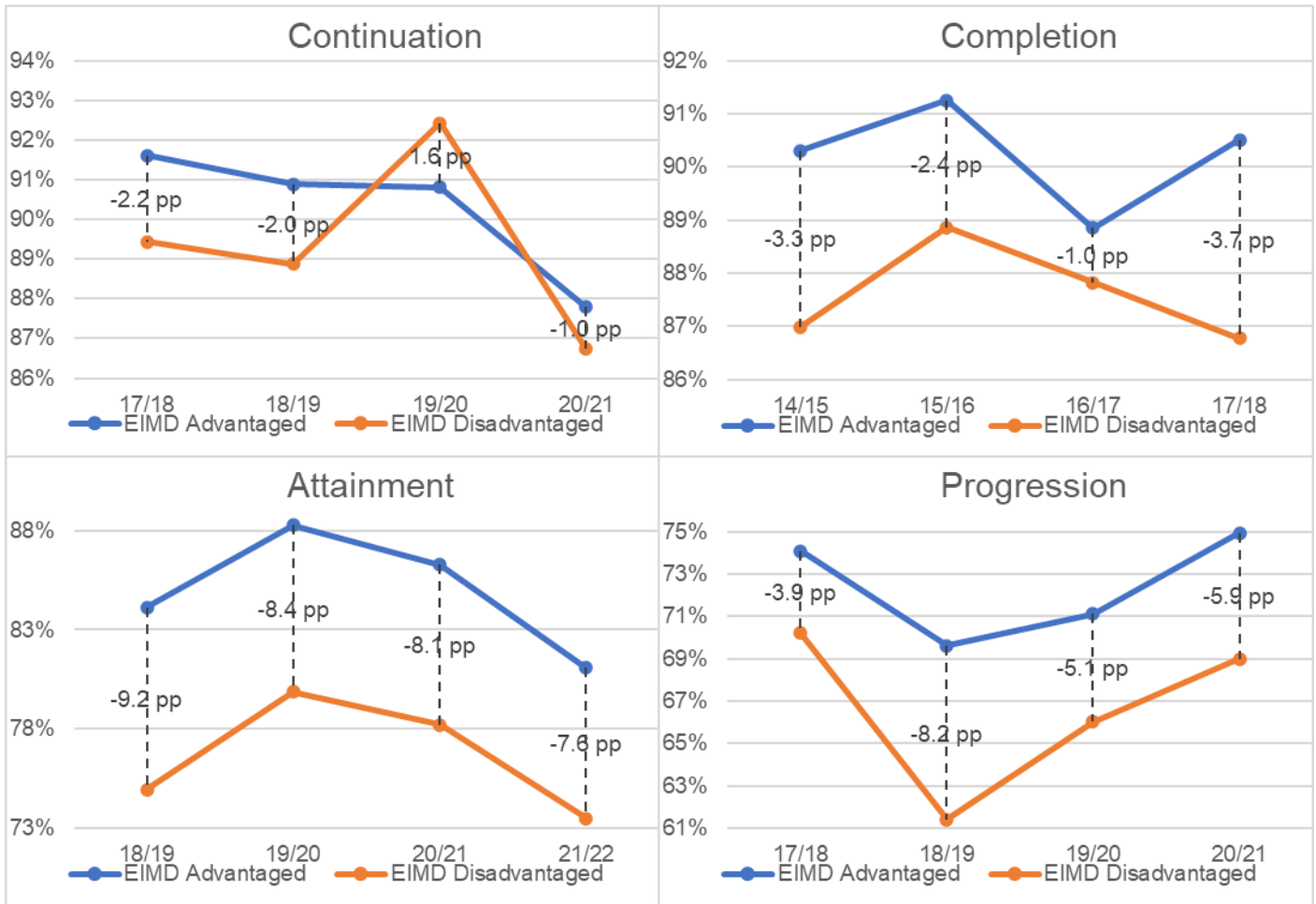
The university recruits strongly from the most disadvantaged areas, with 43% of our 21/22 full-time entrants (Access population) in the most disadvantaged quintile of English Index of Multiple Deprivation, up from 39% in 18/19. This 21/22 figure is 9pp ahead of the proportion for Yorkshire and Humber post-92 HEPs combined, and 24pp ahead of the Yorkshire and Humber pre-92 HEPs combined.

Access population English EIMD, full-time



From a student outcome perspective, although we see some fluctuation in Completion outcomes, the most relevant gaps between EIMD Advantaged and Disadvantaged are found in Attainment and Progression, with four-year aggregate gaps of -8.4pp and -5.7pp respectively.

Student outcome metrics by EIMD, full-time Access and Participation population



Smaller priority groups

Disability

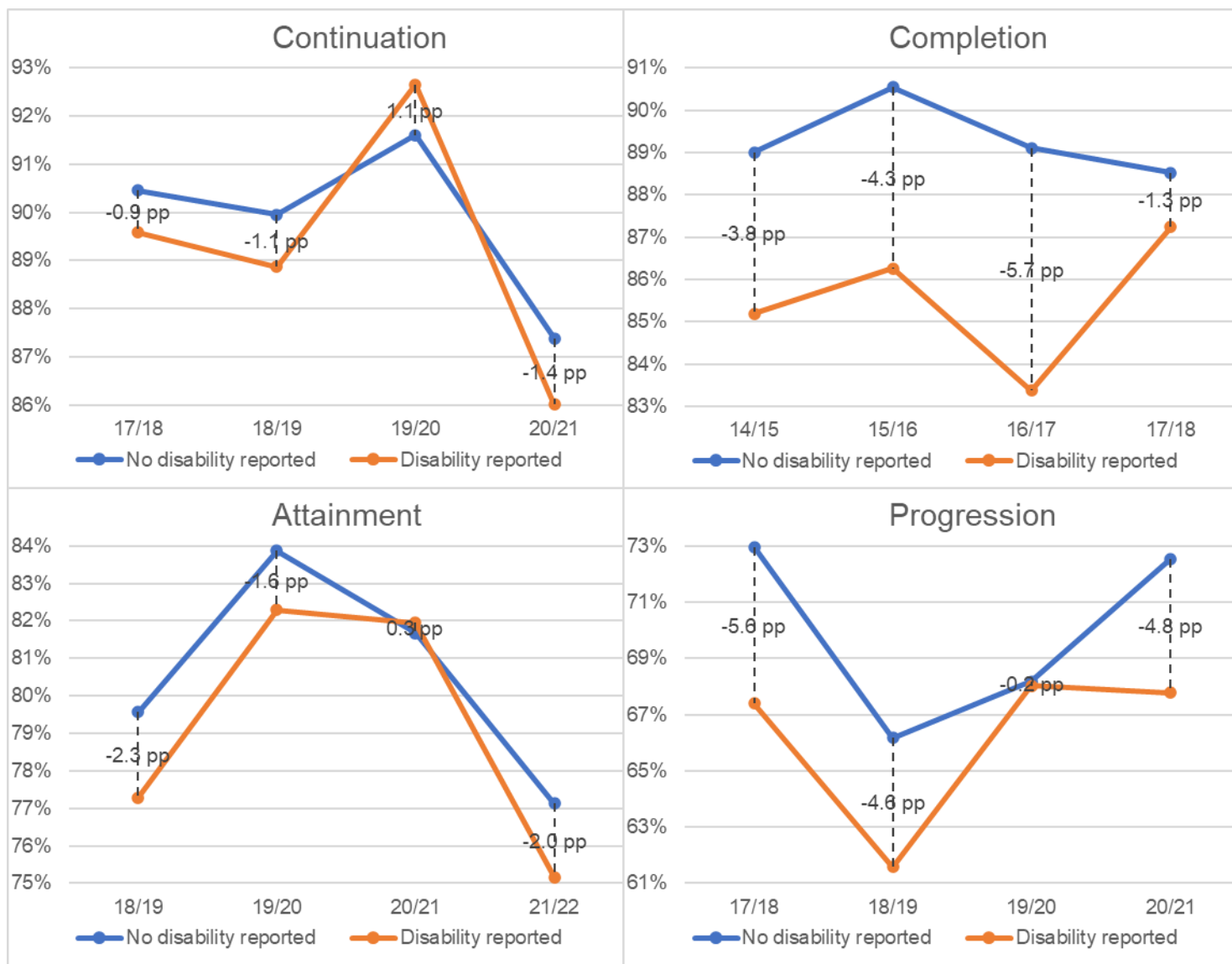
Our four-year aggregate proportion of full-time Access students reporting a disability is slightly behind the region, but it is worth noting that this proportion is increasing, with 19.4% in the 21/22 full-time Access population, a proportion ahead of both post- and pre-92 institutions in the region.

Access	Disability reported	NoKnownDisability	Headcount
University of Huddersfield	16.6%	83.4%	26,180
Kirklees resident (16-24)	11.6%	88.4%	113,370
Yorkshire and Humber post-92	17.8%	82.2%	168,200
Yorkshire and Humber pre-92	17.8%	82.2%	158,600
Sector	16.7%	83.3%	1,681,390

Although there is some variation in the high-level grouping for student outcome metrics, the differences become more apparent at the detailed disability level, with Mental Health condition and Social communication impairments in particular experiencing consistently higher gaps in Completion and Progression. Note that the Mental Health condition for Completion and Progression is statistically significantly different from No disability reported, whereas Social or communication is not. However the low

population size for Social or communication was taken into account, and experience with supporting this group of students suggests its legitimacy as an inclusion in the targets.

Student outcome metrics by high-level disability group, full-time Access and Participation population



Full-time Access and Participation population, four-year aggregate, gaps to “No disability reported or an unknown disability type”. Boxed cells indicate statistical significance (G-test $p = 0.05$ with Bonferroni correction)

Group	Continuation	Completion	Attainment	Progression
Mental health condition	-3.0pp (N=580)	-7.0pp (N=455)	-0.5pp (N=545)	-9.8pp (N=370)
Social or communication impairment	-2.5pp (N=120)	-10.0pp (N=90)	-3.3pp (N=65)	-13.7pp (N=45)
Multiple or other impairments	-1.4pp (N=375)	-2.7pp (N=290)	-6.7pp (N=310)	-0.1pp (N=195)
Sensory, medical or physical impairment	1.0pp (N=615)	-2.0pp (N=700)	0.5pp (N=585)	0.0pp (N=420)
Cognitive or learning difficulties	1.8pp (N=290)	-2.2pp (N=285)	-1.3pp (N=265)	-1.3pp (N=170)

Care Experienced

Official statistics demonstrate the challenge of Access for looked after children, with only 14% of pupils who were looked after continuously for 12 months or more at 31st March 2018 progressed to HE by age 19 by 2021/22, compared to 47% of all other pupils.

<https://explore-education-statistics.service.gov.uk/find-statistics/widening-participation-in-higher-education>

Looking specifically at 19–21-year-old care leavers in 2022 we see around 8% of care leavers in Kirklees in Higher Education, a proportion that has doubled since 2019.

Care leavers aged 19-21 in Higher education (i.e. studies beyond A level) in 2022

Area	activity	Population	Number in HE	percentage
England	Higher education	33,580	2230	7
Yorkshire and The Humber	Higher education	2,880	190	6
Kirklees	Higher education	232	18	8

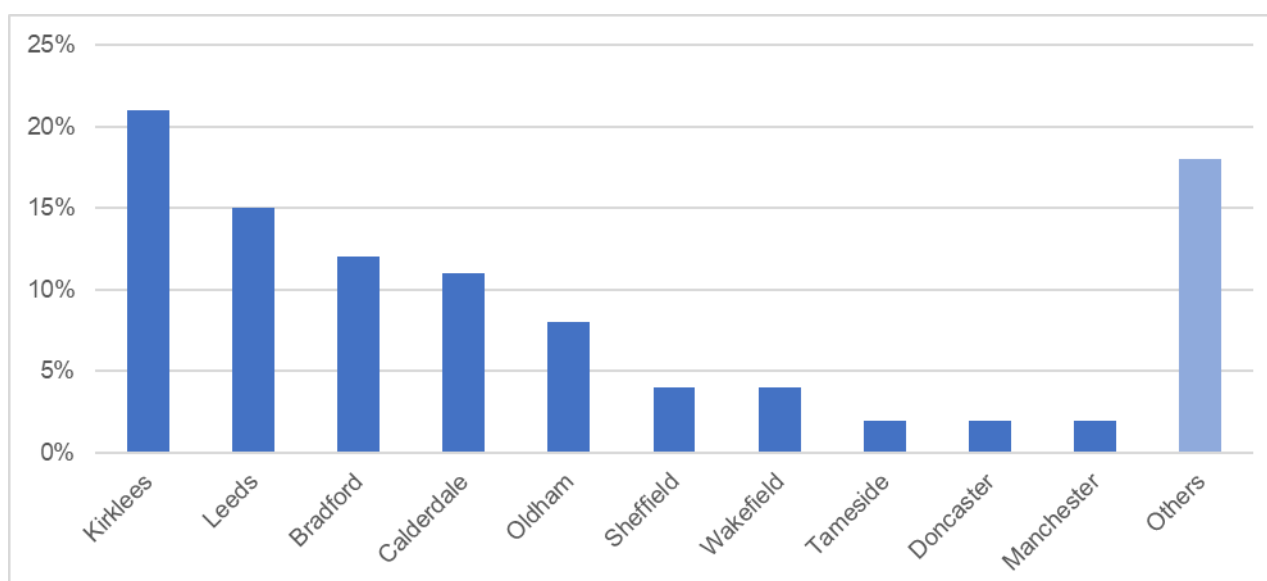
<https://explore-education-statistics.service.gov.uk/data-tables/permalink/351100df-2a62-4c1b-51a8-08dca27efdd7>

For our own figures we note that the number of care leavers as entrants in the full-time access population has tripled over the last few years, with around 21% of our care leaver entrants from Kirklees.

Full-time Access population care leavers

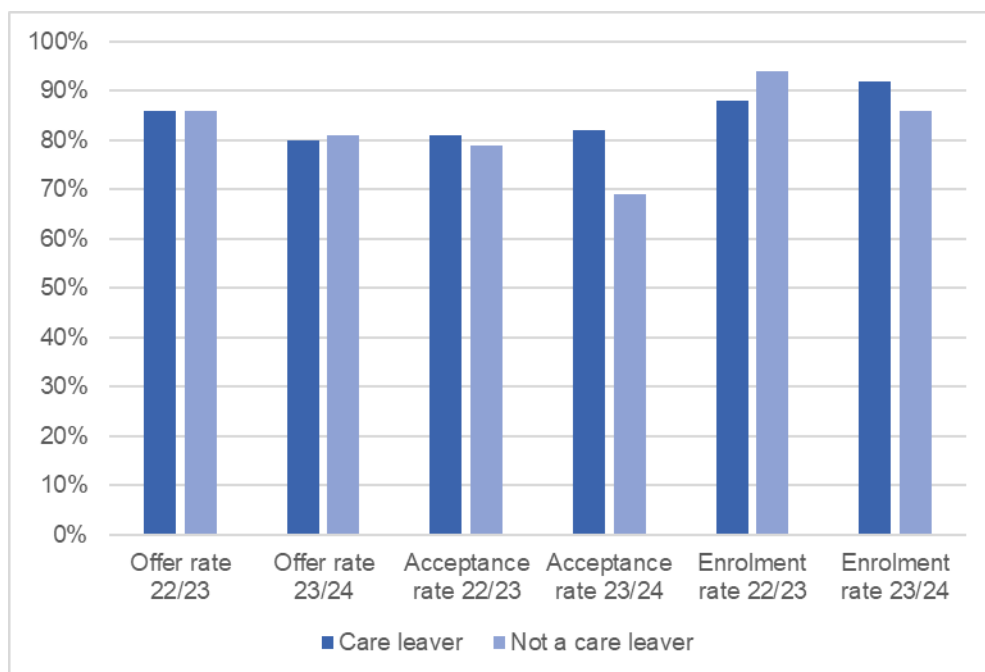
Group	18/19	19/20	20/21	21/22	Grand Total
Care leaver (16+)	10	10	10	20	50
UCAS defined care leaver	0	10	10	15	35
Grand Total	10	20	25	30	85

Full-time Access population care leavers by Local Authority



Analysis of applications show that, once care experienced students apply then the offer rates, acceptance rates and enrolment rates are comparable to non-care experienced students

Offer, acceptance, and enrolment rates for UK full-time Undergraduate UCAS applicants with known care leaver status



In terms of student outcomes, the care leaver group (including UCAS defined care leavers) are consistently below the non-care leavers with particular challenges in Attainment and Progression. With low population sizes this inclusion is not based on statistical significance, but rather consistent gaps and an identified priority group for support.

Group	Continuation		Completion		Attainment		Progression	
	Population	Indicator	Population	Indicator	Population	Indicator	Population	Indicator
Care leaver	75	86.5%	75	84.0%	45	74.4%	20	54.5%
Not a care leaver	12,250	90.0%	12,650	88.6%	9,340	81.6%	6,040	66.8%
<i>Difference</i>		<i>-3.5 pp</i>		<i>-4.6 pp</i>		<i>-7.1 pp</i>		<i>-12.2 pp</i>

Sandwich years

The positive effect of sandwich placements on attainment is well-known. Previous analysis by [Brooks and Youngson \(2016\)](#) points to an increase in credit weighted scores from Y2 to final year of 3.15pp for placement students against -0.07pp for non-placement year (table 3). It argues that this amounts to (roughly) a doubling of the chance that a placement student would improve a grade boundary, particularly from 2.2 to 2.1 due to accumulation of marks around this threshold (table 4).

We certainly see a positive effect in our Attainment and Progression. Excluding our schools of Human and Health Sciences and Education (where a large number of courses have mandatory placements), completing a sandwich year placement gives a +17pp difference in attainment, and a +13pp difference in positive Progression.

Category	Attainment	Progression
Did not complete a sandwich placement		
population	5,024	3,139
Indicator	75.3%	63.7%
Completed a Sandwich Placement		
population	1,888	1,608
Indicator	92.3%	76.4%

The effect is even more pronounced in some of the identified target groups for Attainment and Progression, suggesting that promotion of Sandwich placements in particular makes for an effective intervention, with the expectation that engagement with placements generally would have a similarly positive effect for most students.

Effect of sandwich placement	Attainment	Progression
BTEC	26.9 pp	18.1 pp
EIMD Disadvantaged	18.9 pp	12.0 pp
Asian	24.0 pp	13.7 pp
ABMO	19.8 pp	11.4 pp
Mental Health condition *	16.7 pp	8.0 pp
Social Communication impairment *	20.8 pp	30.7 pp
Care Experienced *	36.8 pp	20.0 pp

* Based on small group sizes

Annex B: Rationale, assumptions, and evidence base for each intervention strategy.

Intervention Strategy 1: To sustain partnerships and collaborations to widening access to higher education and raising attainment in feeder institutions.

Our Access data is strong, and we work in partnership with [Go Higher West Yorkshire](#) (GHWY), a formal consortium of diverse HE providers which we fund to enable collaboration on reducing inequalities in access to and success in higher education.

GHWY's Uni Connect funded Attainment-Raising programme works in target schools with individuals in receipt of Free School Meals and seeks to develop metacognitive skills to support attainment across a range of subjects. It is based on evidence from the [Education Endowment Foundation](#) and [Sutton Trust](#), for example:

Montacute, R, and Cullinane, C, (2023) 25 Years of University Access, The Sutton Trust

Our Uni Connect's evaluation of this programme has two key strands: measuring improvements to learners' metacognitive skills as a proxy for impact on attainment (pre and post surveys alongside qualitative data) and measuring long-term impact on learner attainment (baselining GCSE results against KS2 exam results using a matched cohort as a comparator group). Continuation of this activity will depend on Uni Connect funding being available, and this activity remaining within scope.

We fund a role within GHWY which delivers our 'Care to Go Higher' programme, and we host a Uni Connect Outreach Officer who is responsible for delivering 'Go Higher In...' days (formerly Collaborative Taster Days). Care to Go Higher includes a CPD programme for those who work with, support and advise care-experienced and estranged individuals. It is based on research evidence of a need for increased knowledge and experience of higher education pathways in order to better inform and encourage the young people in their care and is evaluated through pre and post surveys alongside qualitative data, published in a report on the GHWY website each year. Our evidence base includes:

Cockett, C. (2017) *New Insights on WP: Care leavers and their paths to higher education*. [online] HEPI. Available at: <https://www.hepi.ac.uk/2017/08/18/new-insights-wp-care-leavers-paths-higher-education/> [accessed 27 June 2024].

Jackson, S. and Simon, A. (2006) The costs and benefits of educating children in care. *Children & Society*, 20(1), pp.22-31.

National Network for the Education of Care Leavers (NNECL) (2017) *Moving on Up: Pathways of care leavers and care-experienced students into and through higher education*. Available at: <https://www.nnecl.org/resources/13-moving-on-up-report> [accessed 27 June 2024].

Intervention Strategy 2: To reduce student outcomes gaps for disadvantaged students (EIMD, ABMO and Asian) and students with additional needs (mental health conditions, social and communication impairments, care experienced) through provision of enhanced support.

The University of Huddersfield is proactive in its support for students with additional needs and is currently awaiting the outcome of the University Mental Health Charter Award. We draw on best practice from the sector when designing interventions for students with additional needs including:

Bowes, L. Moreton, R. Thomas, L. Sheen, J. Birkin, G. and Richards, S. (2016) *Evaluation of the National Scholarship Programme*, Edge Hill University/CFE Research

Evans, C and Xiotong, (2023) *What works to reduce equality gaps for disabled students*, TASO <https://cdn.taso.org.uk/wp-content/uploads/TASO-report-what-works-to-reduce-equality-gaps-for-disabled-students-2.pdf> [accessed 27 June 2024]

Layer, G (2023) *The Disabled Student Commitment*. The Disabled Students' Commission Available at: https://s3.eu-west-2.amazonaws.com/assets.creode.advancehe-document-manager/documents/advance-he/The%20Disabled%20Student%20Commitment_1681910327.pdf [accessed 27 June 2024].

Lister, K. Allman, Z (2024) Embedding mental wellbeing in the curriculum: a collaborative definition and suite of examples in practice, *Curriculum, Instruction and Pedagogy*, Vol 8 <https://doi.org/10.3389/feduc.2023.1157614>

Taylor, P. Shrestha, P. Hardy, T. Bird, A. Hunt, J. Cook, W. Bokobza, L. Kozman, E. Summers, R. Hund, E. Turpin, E. Cox, G. Fearn, C. Parkin, H. Woodhouse, F. and Smayten, K. (2024) *Using learning analytics to prompt student support interventions: findings from two randomised controlled trials*, TASO https://cdn.taso.org.uk/wp-content/uploads/2024_TASO_Impact-student-support-interventions-learning-analytics.pdf [accessed 27 June 2024]

UK Quality Code for Higher Education: Advice and Guidance: Student Engagement https://www.qaa.ac.uk/docs/qaa/quality-code/advice-and-guidance-student-engagement.pdf?sfvrsn=6224c181_3 [accessed 15 July 2024]

Intervention strategy 3: To reduce attainment gaps based on EIMD, ABMO and Asian characteristics

Our strategy draws on longitudinal research into awarding gaps following a pilot project in 2017 from HEFCE's Intervention for Success, 'Addressing barriers to student success' Catalyst Project. The principles of the highly successful 'Flying Start' initiative underpinned all subsequent work in differential achievement. The central recommendation was to build and nurture a culture of belonging within the academic and social community as discussed in:

J. M, Tinto, V (1993) *Leaving College: Rethinking the causes and cures of student attrition*, University of Chicago Press

Codioli McMaster, N. & Cook, R. (2019). The contribution of intersectionality to quantitative research into educational inequalities. *Review of Education*, 7(2), 271–292. <https://doi.org/10.1002/rev3.3116>

Richardson, J. T. E. (2018). Understanding the Under-Attainment of Ethnic Minority Students in UK Higher Education: The Known Knowns and the Known Unknowns. In *Dismantling Race in Higher Education* (pp. 87-102). Springer International Publishing. https://doi.org/10.1007/978-3-319-60261-5_5

Richardson, J. T. E. (2015). The under-attainment of ethnic minority students in UK higher education: what we know and what we don't know. *Journal of Further and Higher Education*, 39(2), 278–291. <https://doi.org/10.1080/0309877x.2013.858680>

Core principles centred around, stimulating excitement in their subject, developing relationships with academics and peers, forming an academic community and developing habits for undergraduate study. All introductory events were *activity* based, in cooperative learning formats and valued everyone's contributions.

The first student surveys and tutor responses (2017) concluded by showing significantly positive effects in areas of engagement, self-confidence and belongingness, especially for the male students, and a stronger sense of having built positive relationships with peers and staff compared to non-Flying Start courses.

The initiative won The Guardian University Awards (Course and curriculum design) 2018 and SCUTREA's Social Justice Prize 2018. The project upscaled dramatically from 900 students in the first year to now being a centralised mode for preparing new students for study across the university. Early on, when identifying student profiles, it became clear that one of the key factors effecting attainment was related to

entry qualification. This became a prompt, in addition to data on ethnicity, gender and EIMD, for further exploration, which led to one of the University's key undertakings, the Huddersfield Differential Attainment Project, HuDAP – a highly detailed and complex analysis of internal attainment data by characteristics used to drive action planning at institutional and course level.

The data underpinning these interventions is set out in the body of the APP, and much of this work has become business as usual at the University, informing annual HuDAP planning and intervention workshops.

Our rationale for continuation of these interventions lies in the successes to date in driving down awarding gaps. We also draw on sector insight in developing our interventions including:

Andrews, S. Stephenson, J. Adefila, A. Cuthbert, K. Lee, S. Dodd, B. Jones-Devitt, S. (2023) *Approaches to addressing the ethnicity degree awarding gap*, TASO <https://cdn.taso.org.uk/wp-content/uploads/Approaches-to-addressing-the-ethnicity-degree-awarding-gap-executive-summary.pdf>

Tagliaferri, G. Xu, Y. Sutherland, A. Lawrence, J. Taylor, P. Khan, O. Lawson, H. Chappell, S. Quintan, K.M. Adewumi, B. Dowie, E. Ahn, M. Campbell, P. Grosvenor, H. Hurst, J. Amess, C. Ajour, A (2022) *The impact of curriculum reform on the ethnicity degree awarding gap*, TASO <https://cdn.taso.org.uk/wp-content/uploads/Full-report-the-impact-of-curriculum-reform-on-the-ethnicity-degree-awarding-gap.pdf>

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Yorke, M. (2016). The development and initial use of a survey of student 'belongingness', engagement and self-confidence in UK higher education. *Assessment & Evaluation in Higher Education*, 41(1), 154-166. <https://doi.org/10.1080/02602938.2014.990415>

Intervention strategy 4: To reduce progression gaps based on EIMD, ABMO and Asian characteristics

Some of our interventions are novel and require evaluation, and as progression data (students in graduate employment) takes time to become available, empirical evidence does not have the depth of that available for HuDAP. The first cohort of students following the pilot of The Global Professional Award graduated in 2022 and are only just reaching the Graduate Outcomes census point at which impact might be evaluated.

In drafting interventions to improve progression to graduate employment however, we drew on sector understanding, including:

Brooks, R. and Youngson, P.L. (2016) Undergraduate work placements: an analysis of the effects on career progression. *Studies in Higher Education* 41 (9) pp1563-1578 <https://doi.org/10.1080/03075079.2014.988702>

Grech, A. (2024): How do micro-placements in industry within an initial teachers' training programme contribute towards bridging the gap between education and employment? *Teacher Development*, Available at <https://www.tandfonline-com.libaccess.hud.ac.uk/doi/pdf/10.1080/13664530.2024.2340646> [accessed: 7 July 2024]

Hill, K. Padley, M. and Freeman, J. (2024) *A minimum income standards for students* HEPI <https://www.hepi.ac.uk/wp-content/uploads/2024/05/A-Minimum-Income-Standard-for-Students-1.pdf>

Institute of Student Employers (2024) '5 Reasons Why More Employers Are Running Micro-Placements', Insights, 1 January [Blog]. Available at: <https://insights.ise.org.uk/work-experience-internships/blog-5-reasons-why-more-employers-are-running-micro-placements/> [accessed: 7 July 2024]

[Nomis - Official Census and Labour Market Statistics \(nomisweb.co.uk\)](https://www.nomisweb.co.uk) for tables relating to employment for Kirklees area.

Percy, C. and Emms, K. (2020) *Drivers of early career success of UK undergraduates: an analysis of graduate destinations surveys*, Edge Foundation https://www.edge.co.uk/documents/197/DD0416_-_Drivers_of_early_careers_success_v2.pdf

TASO: Information, advice and guidance for employment and employability (post-HE) <https://taso.org.uk/intervention/information-advice-and-guidance-for-employment-and-employability-post-he/> [accessed 16.7.24]

Sharma-Karia, S. (2023) *The ethnicity pay gap: what it is and how to take action*, Chartered Managers Institute <https://www.managers.org.uk/knowledge-and-insights/article/the-ethnicity-pay-gap-what-it-is-and-how-to-take-action/>

Summers, R (2024) *Using learning analytics to prompt student support interventions*, TASO https://cdn.taso.org.uk/wp-content/uploads/2024_TASO_Impact-student-support-interventions-learning-analytics.pdf

UK Quality Code for Higher Education: Advice and Guidance: Enabling Student Achievement https://www.qaa.ac.uk/docs/qaa/quality-code/advice-and-guidance-enabling-student-achievement.pdf?sfvrsn=b12ac181_5 [accessed July 2024]

As TASO notes, there is little empirical evidence upon which to draw in validating foundation year impacts, however internal data does suggest improved outcomes for students who take this route, as set out in the APP. Students offered routes into STEM subjects via the foundation year would not have been able to access science degree programmes at year one, and their successful outcomes validate the foundation route:

[Foundation year programmes \(post-entry\) - TASO accessed July 2024](#)

Fees, investments and targets

2025-26 to 2028-29

Provider name: The University of Huddersfield

Provider UKPRN: 10007148

Summary of 2025-26 entrant course fees

*course type not listed

Inflation statement:

Subject to the maximum fee limits set out in Regulations we will increase fees each year using RPI-X

Table 3b - Full-time course fee levels for 2025-26 entrants

Full-time course type:	Additional information:	Sub-contractual UKPRN:	Course fee:
First degree		N/A	9250
Foundation degree		N/A	9250
Foundation year/Year 0		N/A	9250
HNC/HND	*	N/A	*
CertHE/DipHE	*	N/A	*
Postgraduate ITT		N/A	9250
Accelerated degree		N/A	9250
Sandwich year	*	N/A	*
Turing Scheme and overseas study years	*	N/A	*
Other	*	N/A	*

Table 3b - Sub-contractual full-time course fee levels for 2025-26

Sub-contractual full-time course type:	Sub-contractual provider name and additional information:	Sub-contractual UKPRN:	Course fee:
First degree	*	*	*
Foundation degree	*	*	*
Foundation year/Year 0	*	*	*
HNC/HND	*	*	*
CertHE/DipHE	*	*	*
Postgraduate ITT	*	*	*
Accelerated degree	*	*	*
Sandwich year	*	*	*
Turing Scheme and overseas study years	*	*	*
Other	*	*	*

Table 4b - Part-time course fee levels for 2025-26 entrants

Part-time course type:	Additional information:	Sub-contractual UKPRN:	Course fee:
First degree		N/A	6167
Foundation degree	*	N/A	*
Foundation year/Year 0	*	N/A	*
HNC/HND	*	N/A	*
CertHE/DipHE	*	N/A	*
Postgraduate ITT		N/A	4625
Accelerated degree	*	N/A	*
Sandwich year	*	N/A	*
Turing Scheme and overseas study years	*	N/A	*
Other	*	N/A	*

Table 4b - Sub-contractual part-time course fee levels for 2025-26

Sub-contractual part-time course type:	Sub-contractual provider name and additional information:	Sub-contractual UKPRN:	Course fee:
First degree	*	*	*
Foundation degree	*	*	*
Foundation year/Year 0	*	*	*
HNC/HND	*	*	*
CertHE/DipHE	*	*	*
Postgraduate ITT	Northern College for Residential Adult Education Limited(The)	10004739	4625
Postgraduate ITT	Shipley College	10005810	4625
Postgraduate ITT	The College of West Anglia	10007916	4625
Postgraduate ITT	Wyke Sixth Form College	10007673	4625
Accelerated degree	*	*	*
Sandwich year	*	*	*
Turing Scheme and overseas study years	*	*	*
Other	*	*	*

Fees, investments and targets

2025-26 to 2028-29

Provider name: The University of Huddersfield

Provider UKPRN: 10007148

Investment summary

A provider is expected to submit information about its forecasted investment to achieve the objectives of its access and participation plan in respect of the following areas: access, financial support and research and evaluation. Note that this does not necessarily represent the total amount spent by a provider in these areas. Table 6b provides a summary of the forecasted investment, across the four academic years covered by the plan, and Table 6d gives a more detailed breakdown.

Notes about the data:

The figures below are not comparable to previous access and participation plans or access agreements as data published in previous years does not reflect latest provider projections on student numbers.

Yellow shading indicates data that was calculated rather than input directly by the provider.

In Table 6d (under 'Breakdown'):

"Total access investment funded from HFI" refers to income from charging fees above the basic fee limit.

"Total access investment from other funding (as specified)" refers to other funding, including OFS funding (but excluding Uni Connect), other public funding and funding from other sources such as philanthropic giving and private sector sources and/or partners.

Table 6b - Investment summary

Access and participation plan investment summary (£)	Breakdown	2025-26	2026-27	2027-28	2028-29
Access activity investment (£)	NA	£1,478,000	£1,478,000	£1,478,000	£1,478,000
Financial support (£)	NA	£760,000	£788,000	£810,000	£830,000
Research and evaluation (£)	NA	£131,000	£131,000	£131,000	£131,000

Table 6d - Investment estimates

Investment estimate (to the nearest £1,000)	Breakdown	2025-26	2026-27	2027-28	2028-29
Access activity investment	Pre-16 access activities (£)	£591,000	£591,000	£591,000	£591,000
Access activity investment	Post-16 access activities (£)	£887,000	£887,000	£887,000	£887,000
Access activity investment	Other access activities (£)	£0	£0	£0	£0
Access activity investment	Total access investment (£)	£1,478,000	£1,478,000	£1,478,000	£1,478,000
Access activity investment	Total access investment (as % of HFI)	6.0%	6.0%	6.0%	5.9%
Access activity investment	Total access investment funded from HFI (£)	£1,478,000	£1,478,000	£1,478,000	£1,478,000
Access activity investment	Total access investment from other funding (as specified) (£)	£0	£0	£0	£0
Financial support investment	Bursaries and scholarships (£)	£360,000	£388,000	£410,000	£430,000
Financial support investment	Fee waivers (£)	£0	£0	£0	£0
Financial support investment	Hardship funds (£)	£400,000	£400,000	£400,000	£400,000
Financial support investment	Total financial support investment (£)	£760,000	£788,000	£810,000	£830,000
Financial support investment	Total financial support investment (as % of HFI)	3.1%	3.2%	3.3%	3.3%
Research and evaluation investment	Research and evaluation investment (£)	£131,000	£131,000	£131,000	£131,000
Research and evaluation investment	Research and evaluation investment (as % of HFI)	0.5%	0.5%	0.5%	0.5%

Fees, investments and targets

2025-26 to 2028-29

Provider name: The University of Huddersfield

Provider UKPRN: 10007148

Targets

Table 5b: Access and/or raising attainment targets

Aim [500 characters maximum]	Reference number	Lifecycle stage	Characteristic	Target group	Comparator group	Description and commentary [500 characters maximum]	Is this target collaborative?	Data source	Baseline year	Units	Baseline data	2025-26 milestone	2026-27 milestone	2027-28 milestone	2028-29 milestone
Increase the number of care experienced entrants	PTA_1	Access	Care experienced students	Care experienced students		Increase the number of full-time care experienced entrants (Care Leaver 16+ and UCAS defined Care Leaver) to 50 by 2028/29. Derived from OFS Individualised data	No	Other data source (please include details in commentary)	2021-22	Headcount	32	36	41	45	50
	PTA_2														
	PTA_3														
	PTA_4														
	PTA_5														
	PTA_6														
	PTA_7														
	PTA_8														
	PTA_9														
	PTA_10														
	PTA_11														
	PTA_12														

Table 5d: Success targets

Aim (500 characters maximum)	Reference number	Lifecycle stage	Characteristic	Target group	Comparator group	Description and commentary [500 characters maximum]	Is this target collaborative?	Data source	Baseline year	Units	Baseline data	2025-26 milestone	2026-27 milestone	2027-28 milestone	2028-29 milestone
Reduce Attainment gap between White and Asian students to below the current sector and region gap.	PTS_1	Attainment	Other	Other (please specify in description)	Other (please specify in description)	Reduce the attainment gap for full-time White and Asian students to 6pp.	No	Other data source (please include details in commentary)	2021-22	Percentage points	12	10	9	7	6
Reduce Attainment gap between White and ABMO students to below the current sector and region gap.	PTS_2	Attainment	Other	Other (please specify in description)	Other (please specify in description)	Reduce the Progression gap for full-time White and Asian students to 6pp.	No	Other data source (please include details in commentary)	2021-22	Percentage points	12	10	9	7	6
Reduce Continuation Gap between A-level and Level 3 Vocational qualifications to 3 percentage points	PTS_3	Continuation	Other	Other (please specify in description)	Other (please specify in description)	Reduce the continuation gap between full-time A-level and level 3 Vocational qualification to 3 pp. This will be measured with the individualised OFS output (using IPENTQUALBROAD, named A-level and BTEC categories)	No	Other data source (please include details in commentary)	2021-22	Percentage points	6	5	4	4	3
Reduce Completion Gap between A-level and Level 3 Vocational qualifications to 6 percentage points	PTS_4	Completion	Other	Other (please specify in description)	Other (please specify in description)	Reduce the completion gap between full-time A-level and level 3 Vocational qualification to 6 pp. This will be measured with the individualised OFS output (using IPENTQUALBROAD, named A-level and BTEC categories)	No	Other data source (please include details in commentary)	2021-22	Percentage points	11	9	8	7	6
Increase BTEC Attainment rate by 10pp	PTS_5	Attainment	Other	Other (please specify in description)	Other (please specify in description)	Improve the BTEC attainment indicator for full-time students by 10pp. This will be measured with the individualised OFS output (using IPENTQUALBROAD BTEC categories)	No	Other data source (please include details in commentary)	2021-22	Percentage	63	65	67	70	73
Reduce Attainment rate gap between EIMD Advantaged and Disadvantaged to 5 percentage points	PTS_6	Attainment	Deprivation (Index of Multiple Deprivations (IMD))	IMD quintile 1 and 2	IMD quintile 3, 4 and 5		No	The access and participation dashboard	2021-22	Percentage points	8	7	6	6	5
Eliminate the Continuation gap for students declaring a Mental Health Condition	PTS_7	Continuation	Reported disability	Mental health condition	No disability reported	This rate has fluctuated over the previous years, so we are taking the 4-year aggregate rate as in the 21/22 Access and Participation dataset as the baseline for stability	No	The access and participation dashboard		Other (please include details in commentary)	3	2	2	1	0

