University of Hull (UKPRN10007149) 2019-20 Access and Participation Plan

1. Assessment of current performance

1.1. Overview

Our University is proud to have maintained its excellent record in recruitment of students from low participation neighbourhoods (LPN). This is evidenced by the broad range of access indicators which are significantly better than national averages and sector benchmarks, for both full and part time student groups.

- 46.1% of all placed applicants in 2017 were from participation of local areas (POLAR3) quintiles 1 and 2.[1]
- We achieved a 21.8% participation rate for UK domiciled young full-time undergraduate entrants from low participation neighbourhoods (LPN) in 2016-17. The 8th highest nationally and nearly double the England average of 11.4%.[2]
- Participation of UK domiciled part-time undergraduate entrants with no previous HE from low participation neighbourhoods was 31%, the highest nationally.[3]

We are also incredibly proud to have been named the most equal university by HEPI using the Gini coefficient index (calculated on POLAR distribution for 2016 UG admissions cycle[4]). This independent assessment (along with numerous other sector benchmarks) confirm that our commitment to supporting under-represented groups is having a real, positive, impact, on this student cohort as they access our institution.

1.2. Successes

1.2.1. Access and Participation

- 28.6% of our acceptances are UK domiciled mature applicants in 2017. Compared to the sector average of 20.7%. This is, in part, a result of our commitment to delivering a large number of programmes that appeal to older students, such as Nursing, Teaching and Social Work.[5]
- 26.5% of our applicants are from 1st Quintile POLAR3. This figure is over double the sector norm, which sits at just 12.5%.[6]
- The percentage of UK domiciled acceptances from applicants with a disability has been higher than the sector average for the last 3 years[7]

1.2.2. Continuation rates

- In 2015-16, the continuation rate for students with a disability was better than for non-disabled students, and 2% higher than the England average.[8]
- Students from care now have a lower non-continuation rate, 8.6%, than the institution as a whole whose rate was 9.5% in 2015-16.[9]

[1] Appendix table 4
[2] https://www.hesa.ac.uk/news/01-02-2018/widening-participation-tables
[3] https://www.hesa.ac.uk/news/01-02-2018/widening-participation-tables
[4] Benchmarking widening Participation: how should we measure and report progress? HEPI Policy Note 6 | April 2018
[5] Appendix table 1
[6] Appendix table 4
[7] Appendix table 5
[8] Appendix table 8
[9] Appendix table 10

1.2.3. Degree Attainment

- The percentage of disabled students who received a 2:1 or 2:2 degree in 2016-17 was 1 percentage point higher than in 2015-16. In both cases, the percentages were above the institutional average.[10]

1.2.4. Progression

- More Black and Minority Ethnic (BME) students have continued with further study, or moved into employment since 2014.[11]
- The percentage of graduates with a declared disability who went on to further study or employment has increased over the last three years.[12]

We now plan to build on our successes by adopting a holistic, evidence based, approach to identify and deliver initiatives and activities. These will be aimed at developing students' motivations and attitude to learning. The result will be further significant improvements to student outcomes.

1.3. Areas for improvement

Despite our success we recognise that there are still gaps in access, success and progression for many under-represented groups. We are taking steps to address these:

1.3.1. Access and Participation

- The percentage of acceptances from BME groups, and particularly Asian applicants, is lower than the sector average.[13] We recognise that this is an area which required investigation.

  Our findings showed that:

- The wider demographic profile of the Kingston-upon-Hull region has great diversity but has a white population that is 4.3 percentage points higher than England as a whole. In particular, the percentage of Kingston-upon-Hull's BME is less than half of the country average[14].
- Our increasingly localised acceptance pool is more predominantly white; hence it has been increasingly difficult to increase student numbers from BME groups. Consequently, we received fewer acceptances in 2017, than the sector norm, but the percentage of acceptances from these ethnic groups did not fall.

Although the gap in acceptances from BME groups can be adequately explained, initiatives to decrease the gap are underway and will form an important part of our 2019-20 Access and Participation Plan (APP).

Furthermore, this has been the subject of recent correspondence with OFFA who observed:

"We note that the main fall in the numbers of Asian students between 2016-17 and 2017-18 appears to be as a result of UCAS Extra, Clearing and RPA's. We also note the increasing challenge concerning local recruitment and your commitment to addressing these challenges."

1.3.2. On programme Success | Non-Continuation

- The non-continuation rate for the University of Hull was 2 percentage points higher than the sector in 2015-16. There were improvements in the rates amongst students of 'Mixed heritage', 'Asian' and 'Chinese' students compared to 2014-15;- with the exception of 'Chinese' all of these groups are still above the sector.[15]

[10] Appendix table 11 & 12
[11] Appendix table 16
[12] Appendix table 17
[13] Appendix table 2
[14] Appendix table 18
[15] Appendix table 6

- The non-continuation rate of students from Low Participation Neighbourhoods is 3.5 percentage points higher than the rate for students from other neighbourhoods. We note this is nearly 5 percentage points higher than the sector as a whole.[16]
- The non-continuation rate for mature students is 4.3 percentage higher than for younger students, and 5.4 percentage points higher than the sector.[17]

1.3.3. On programme Success | Degree Attainment

- The percentage of students with a disability who receive a 1st class degree is 2% lower than those who have no disability, and 1.7% below the institutional average.[18]
- The percentage of BME students who received a 1st class degree is 7.8% lower than for white students, and 4.2 % below the institutional average.[19]

1.3.4. Progression

This data is based on relatively small numbers of BME graduates overall (264 in 2015-16, including 73 Asian and 101 Black students). The two biggest groups of ethnic minorities are Black and Asian graduates who account for 6% and 4% respectively of graduates surveyed.

- BME and white graduate populations performed at a similar level in the 2014 and 2015 graduate job markets. However, a higher percentage of white graduates entered graduate level roles than all other ethnic graduates in 2016.[20]

As with the data on ethnicity, many of the disabled categories have very small numbers and it is not easy to draw significant meaning from these data, nevertheless we feel that the following point should be highlighted:[21]

- Despite the danger in grouping all disability categories together and drawing conclusions, it is noted than in three of the last four years, the percentage of leavers with a disability going into a graduate level job was 3.5% lower in 2016 than those without a declared disability.[22]

2. Ambition and Strategy

2.1. Ambitions and Target Groups

Our original mission statement is set out in our Royal Charter. This describes our mission to *"…advance education, scholarship, knowledge and understanding by teaching and research, for the benefit of individuals and society at large".*

Our most recent strategic plan reinforces this, in a modern context, by committing us to widening participation, social mobility, equity and fair access for all.

"Faithful to our founding principles, we remain committed to raising educational aspirations, especially in the communities that we most directly serve. We will ensure that we remain accessible to all students with the potential to succeed, regardless of their financial circumstances."

The Strategic Plan (2016-2020)[23] commits to the principle of a whole institution approach to access and participation activities. We believe that this approach supports the sector, the institution and community by engaging with regional learners and those beyond to support access to, success in and progression from higher education.

[16] Appendix table 7
[17] Appendix table 9
[18] Appendix table 12
[19] Appendix table 13
[20] Appendix table 16
[21] Graduates with disabilities accounted for between 14% and 16% of all students in DLHE over the last 4 years. The biggest groups are students with learning differences - 130 graduates in 2015-16 (6.7%), and Mental Health – 58 graduates (3.0%)
[22] Appendix table 17
[23] University of Hull Strategic Plan 2016-2020

Building on our 2018-19 Access Agreement and taking into account the regulatory guidance and advice from the OfS[24] we will continue our strategy of delivering sustained, attainment raising, outreach activities. We will particularly prioritise activities that have demonstrable impact on student attitudes/behaviours and outcomes, at every stage of the student lifecycle.

2.1.1. Access and Participation

Prior to 2017 we focused on request-led, often isolated, access and participation activities. Our new strategy now focuses on creating an ambitious and sustained programme of interventions with key partners and stakeholders. This more collaborative approach allows us to better identify regional gaps in performance for under-represented student groups and then target key stages of the student journey. Furthermore, through the creation of strong relationships with partners we are able to better evaluate the impact of our interventions and so adopt a much more evidence-based approach.

2019-20 will be the third cycle of operation under our refreshed Access and Participation strategy, with two full years of achievement and outcomes data available. In particular, this period will allow us to track a full cohort of students entering Higher Education via the Foundation Year (FY) and will be an initial indicator of whether this strategy has had the desired impact. A full review with all stakeholders will also be undertaken to review data, provide insight and inform future strategy and operation.

Having identified gaps in our current position (see section 1), we will deliver targeted outreach activities, at the access stage, for the following student groups:

- Students of particular ethnicities: Black and minority ethnic groups.

We will also continue to deliver targeted outreach activities, at the access stage, for the following student groups:

- Low HE-participation neighbourhoods.
- Students of particular ethnicities, with particular emphasis on white British males from low socio-economic status backgrounds.
- Care leavers and those estranged from their families.

In addition, as a result of our geographical location and institutional connections, we can have a significant impact if we provide focussed activities for these two groups:

- Refugees.
- Military families.

We will therefore commence scoping work in the 2018-19, cycle working with charities and representative bodies, with a deep understanding of these groups, to assess the likely impact of any proposed activity. We will commence these activities in 2019-20 at the latest.

Our University delivers a wide range of outreach activities taking place on campus, in school or colleges, and other community settings. Activities are delivered to age groups ranging from key stage 2 through to year 13. Our core portfolio of strategic access and outreach work includes campus visits to address common misconceptions of HE, university taster days, summer schools, a science festival, personal statement and UCAS application workshops, masterclasses, subject-specific academic conferences, study skill workshops and a series of IAG talks, and careers/HE fairs. This is not a fully inclusive list of our outreach activities, but does show the breadth of activity facilitated by our University to raise awareness of HE and the aspirations of those from under-represented groups.

We continue to provide multiple routes into higher education, via our suite of Foundation Year programmes. This provides an important access route for under-represented groups in particular. These courses recruit well but there is significant room for improvement in continuation rates and positive outcomes for FY students. Improving FY continuation rates is therefore an important priority for our University. To develop our understanding in this area we recently undertook a HEFCE funded catalyst project focusing on FY achievement and continuation within the sciences. Based on the

[24] OfS 2018.03

insight gained, we now plan to design and deliver sustained support for FY students. To achieve this, in 2019-20 we intend to bring the fee charged for Foundation Year courses in line with our Bachelor degrees. The additional income from the FY fee increase will be used to fund specific activities targeted towards improving access and securing successful outcomes for Foundation Year students. Following the development and approval of a clear strategy, a range of initiatives will be introduced to ensure a greater number progress to year 1 and are supported throughout their student journey to achieve successful outcomes.

In the 2019-20 cycle, we will:

- Reinforce our evidence-led approach through a comprehensive Evaluation Programme (to be initiated in 2018), thus enabling us to further refine our programme of activities.
- Dial-up targeted initiatives where gaps are identified in relation to specific under-represented target groups.
- Continue to engage in and build on the successes of our sustained collaborative outreach work. Further extending the reach, reputation and profile of the Principal Partner College Network (PPCN) to work with a wider range of sixth form colleges outside the Humber Region. This development will maximise the impact and effectiveness of outreach activity across a wider geographical area.
- Continue to offer and deliver a comprehensive Access and Outreach Programme of activities to our networks of schools, academies, partner colleges, and the community, taking into account the principles of equality and diversity and socio-economic background.
- Raise the educational and career aspirations of our disadvantaged/under-represented groups.
- Support potential students (and guardians) to make informed decisions on progression into higher education, career choices and financial planning in terms of offering guidance, advice and counselling and, where appropriate, financial support.

2.1.2. On-programme Success and Progression

Along with our outreach activities we will maintain our focus on student retention, experience and achievement for under-represented groups as these are key aspects of the student lifecycle and form part of the academic learning cycle.

We will continue to provide our students with a range of support opportunities including studentships and scholarships, financial and social support, advice and guidance surrounding careers and employability, in addition to traditional university student support services.

We will maintain our emphasis on encouraging students to engage with a variety of activities and initiatives alongside their academic studies. This will enable them to develop wider skills in order to realise their full potential, whether this be geared towards transition and progression to postgraduate study or employment.

Specifically, in 2019-20 we will focus on identifying opportunities for students during their programme of study to engage with 'in-reach' activities, aimed at enhancing their employability skills and personal profile. Such in-reach activities may relate to the programme of study or provide opportunities to engage with other areas to broaden students' knowledge and skills.

By working with key target groups of students we continue to identify potential barriers to study and put in place a range of support mechanisms to minimise their risk of non-continuation and/or under-achievement. These groups will be closely monitored as part of our wider student experience and engagement strategy and activity to ensure they are provided with the necessary support and infrastructure to achieve their full potential. We will aim to minimise any particular barriers to learning such groups of students may encounter. The profiles of students who are included within this group have been identified in national data as either being at risk of non-continuation or achieving lower than expected participation and/or attainment rates. We are also developing a postgraduate framework to support our under-represented groups' progress to postgraduate study.

Alongside our outreach activities we will maintain our focus on student retention, experience and achievement for under-represented groups as these are key aspects of the student lifecycle and form part of the academic learning journey.

There are many challenges that students and graduates face in securing employment in a competitive international job market that can be magnified for many of our target groups. In encouraging the development of Hull Graduate Attributes through our Degree Plus+ Scheme, our target groups can engage with a programme of activities (i.e. peer mentoring, volunteering, work experience) through more flexible avenues that develop personal, professional and employability skills ultimately personalising their learning and validating their achievements.

DLHE data is also analysed against a number of under-represented groups and shared across our University to inform the development of new approaches to supporting particular groups, for example the Bridge Employer e-Mentoring Scheme and Hull Internship Programme.

Having identified gaps in our current position (see section 1), at the on-programme and progression stages in the student journey, our priority groups will be:

- Low HE-participation neighbourhoods.
- Students of particular ethnicities, with particular emphasis on black and minority ethnic groups.
- Mature and part-time learners.
- Disabled students which may include those with mental health problems, specific learning differences (SpLD) and those with Autism Spectrum Disorder.

We will also continue to deliver targeted activities, at the on-programme and progression stages, for the following student groups:

- Care leavers and those estranged from their families.
- Student Carers (including student parents)
- Students of particular ethnicities with particular emphasis on white British males from low socio-economic status backgrounds.

In 2019-20 we will:

- Devise and implement systems which utilise data effectively to better inform and support academic supervision discussions, resulting in an enhanced student experience and improved student outcomes. One element of this work will specifically build on what we have learned from our student engagement and attendance monitoring software and how this informs what is necessary for early intervention in our target groups and the wider student body to address non-continuation and under-achievement.
- Enhance and extend our models of support across a range of areas including disability/inclusion, mental and emotional wellbeing, learning support (SpLD in particular) to ensure particular barriers for such students are reduced. The development of in-house assessment for SpLD is an avenue for progress. Similarly developing specific initiatives for inclusive learning environments that will benefit many more of our target groups and the wider student body.
- Further develop and extend our SpLD screener to effectively identify those students with identified skills deficits and then direct them to additional resources, materials and opportunities aimed at enhancing their skills. This will be particularly valuable for mature students returning to study and those entering through other non-traditional routes to develop the confidence to continue supporting retention.
- Further develop the newly introduced dedicated WP graduate internship programme specifically focusing on our target groups. This initiative provides opportunities this cohort may not have previously been able to access. It is expected that evaluation of the first intake will identify key areas to progress, initial avenues to explore will involve identification of the optimal recruitment time points to ensure the greatest uptake following graduation.
- Extend our provision around supporting disadvantaged/under-represented groups to experience new cultures, opportunities and environments through study abroad and international summer school programmes.

- Improve the welcome, induction and on-programme experiences of all disadvantaged/under-represented students, with an emphasis on student carers, estranged students, refugees /asylum seekers and mature students to ensure students feel more confident and have a greater sense of belonging and community at our University.
- Through the development of our online induction package, our disadvantaged/under-represented groups will have more access to tailored information and support at Hull, delivered at key transitional points of the student lifecycle.
- The review of our Academic Support Tuition framework will enable our tutors to be more knowledgeable and equipped to welcome our students at induction, but also better signpost and support our students on-programme to the most appropriate service in a timely manner.
- The alignment of our Student Engagement Officers (SEOs) to our identified disadvantaged/under-represented groups ensures that an evidence led approach in the identification of bespoke activities for our Hull students will be provided.
- Devise and deliver targeted activities to support transition to postgraduate taught study (PGT). One strand of this work will focus on developing a PGT community by identifying a space on campus where students can come together, akin to current PGR and UG social and learning spaces.

In addition to the activity outlined above, please note that we have set out specific action that we will take to address identified gaps in provision, in section 3.1 'credible approach'.

2.2. Collaborative working

A key part of our revised strategy from 2017 onwards has been a focus on collaborative working with a specific range of stakeholders providing sustained outreach activities with and through them. This collaborative work extends from primary year groups through to year 13.

Examples of some of the sustained and collaborative projects that we have commissioned include:

2.2.1. Principal Partner Colleges Network

Our two current Principal Partner College networks (Humber region and outside of the Humber region) provided a new model for collaborative working with key sixth form colleges, all of which are situated in and draw students from low participation neighbourhoods. Working with the Principals of each of the colleges we have developed a comprehensive programme of student activity, staff development and targeted investment in resources in order to significantly raise attainment and aspiration across all six colleges.

In September 2019 a further college, New College Bradford, will be added to the network, although work has already begun within the feeder schools from whom this sixth form college will draw its students. We have therefore already held a conference for year 10 pupils from across the Bradford area with our academic staff working alongside staff at New College Pontefract (a sister college). This provided subject-specific taster sessions to demonstrate how post-16 study would lead in to HE, and inspires and promotes ambition for further study. A further conference is planned in spring/summer 2018 and we will monitor closely how many of the pupils' progress on to New College Bradford and beyond.

In each of the colleges a two-year programme of activity will be published and distributed to students on joining in year 12. Devised in consultation with the college, the programme will support progression and attainment in their institutions and has their full backing. The programme includes a series of subject-specific conferences to augment the standard curriculum and foster interest in further study. In college activity includes subject specific masterclasses, progression to HE talks, parent talks, and fees and funding advice. In addition, each college is encouraged to submit a bid for up to £15,000 each for activity which meets specific access criteria demonstrating how the activity will help reduce the participation gaps from socio-economically disadvantaged backgrounds.

College Principals have particularly appreciated the sustained programme of interventions coupled with our flexibility of approach. We will be appointing a full-time member of staff in June/July 2018 to

support our work with all Principal Partner Colleges and to further expand the network in key low participation neighbourhoods.

2.2.2. University Technical Colleges (UTCs)

We are a strong supporter of the growing numbers of UTCs and have committed strategically to raising the aspirations of 14-19 year olds in the region to be able to access good quality jobs and careers in key priority sectors. Our work with UTCs is driven by our ambition to engage, inspire and progress UTC students to Higher Education or other positive outcomes.

The University of Hull is the Education Sponsor for three University Technical Colleges (UTCs):

- Engineering UTC North Lincolnshire (formerly Humber UTC), Scunthorpe - specialising in Engineering and Energy and Renewables (opened Sept 2015).[25]
- Scarborough UTC, Scarborough - specialising in Advanced Engineering, Design & Control (opened Sept 2016).[26]
- The Ron Dearing UTC, Hull - specialising in Digital Technology and Mechatronics (opened in Sept 2017).[27]

We provide strategic management support through the Governing Bodies, and academic and project support in the specialisms of engineering and mechatronics. We work alongside partner employers, to shape the development of the curriculum and encourage a passion for learning. Bespoke events and activities on the University Campus support the students and inform career progression.

We are one of only a small number of universities in England supporting three UTCs. Progression from the UTCs will include pathways into employment, apprenticeships (including routes into Higher or Degree Apprenticeships) or on to undergraduate study.

2.2.3. The Federation of Colleges

Our Federation of Colleges is a partnership of HE in FE providers, eight of whom have validated HE in FE provision with our University. The Federation fulfils its strategic aims of supporting socio-economic development across the Humber Local Economic Partnership (LEP) and other regional LEPs, associated Enterprise Zones and the wider region.

The Federation partners have particular expertise in vocational and work-based learning, supporting learners and employers to develop higher level skills. At the heart of the network is the notion of new and relevant progression opportunities, backed by a high-quality assurance framework. The Federation members will also work together to develop Higher and Degree Apprenticeships in the local LEPs' initial priority areas of Engineering and Nursing.

The University of Hull's validation of HE in FE colleges will support local area social mobility, particularly for many mature HE students who can study part-time whilst working. Their higher-level learning supports their employers, as well as facilitating promotion and progression into new jobs. Graduates from the HE courses also provide positive role models to young people in their colleges and communities.

2.2.4. The University of Hull Federation of Regional Colleges for Engagement (FORCE)

The University of Hull formed a network for collaborative outreach with six partners working together under the National Networks for Collaborative Outreach (NNCO) scheme (January 14 to December 16). Following successful delivery of this project the FORCE partnership, led by the University of Hull, secured funding to deliver the National Collaborative Outreach Programme (NCOP) which commenced in January 17. The NCOP is governed by the FORCE governing board and operational group all partners are represented on both bodies.

[25] Engineering UTC North Lincolnshire - https://www.enlutc.co.uk/
[26] Scarborough UTC - http://www.scarboroughutc.org/
[27] The Ron Dearing UTC - http://www.utcolleges.org/utcs/the-ron-dearing-utc/

2.2.5. National Collaborative Outreach Programme (NCOP)

The outreach work carried out by the NCOP consortium, adds to and complements the work already delivered under the Access and Participation plan (APP). The NCOP team works collaboratively with the Schools and Colleges Liaison Service and the Access, Funding and Support Office as well as the university Careers department. NCOP delivers additional activities to build on existing outreach and offer added value. In areas of overlap, we look to co-fund projects.

The first phase of the National Collaborative Outreach programme is due to end in July 2019. The FORCE consortium, led by the central team at the University of Hull, is working under the assumption that there will be a continuation of funding for the project by central government and has made positive plans to move forward under this supposition.

Future plans include the growth of the engagement team, in order to increase the participation of schools and colleges in our remit and reach more target students. The core activities will be:

- Engaging with schools and colleges.
- Access and collaborative outreach via sustained and progressive interventions to the target cohort.
- Data/activity capture and extensive evaluation and impact programme, based on NERUPI evaluation themes.

With the foundation of a strong and equal partnership between our consortium members, outreach activity is delivered not only by our central team, but also by consortium partners, target schools/colleges and third party organisations, including local council authorities and educational outreach companies. Thus embracing the principle of collaborative work to reach the shared desired outcomes. With this approach, we aim to bring true added-value to established, tried and tested outreach delivery as well as encourage new, innovative and creative provision, by working in coordination with those who already deliver it.

2.2.6. FORCE NCOP | Winifred Holtby Academy (WHA)

This project takes a long-term planned approach to interventions for students in years 9-11 in the Winifred Holtby Academy, which has one of the largest cohorts of NCOP students in our area (77%). Benefiting from strong buy-in from the senior team at WHA the delivery framework is mainly curriculum based in particular subject areas, linking them into FE/HE and career pathways. Where necessary third parties are commissioned to provide additional specific, high quality subject and career pathway information, supported by FORCE team members and partners providing FE/HE input.

Initially conceived as an access project it was agreed that this would be delivered by the FORCE partnership under NCOP to avoid duplication of activity, and because of the clear match with NCOP targets (77% NCOP students, see above). However, if successful, this activity will continue under the auspices of the Access and Participation Plan should NCOP funding be discontinued.

2.2.7. Hull York Medical School (HYMS)

The school is committed to widening access to higher education, and is closely involved in national and local initiatives to encourage recruitment from all sectors of society. Planning is underway to introduce a Gateway Year targeted towards local recruitment and widening participation. Additional places secured in the recent bid exercise will be ring fenced for entry to the Gateway Year (Year 0 of a 6-year Bachelor of Medicine-Bachelor of Surgery (MBBS)), with students guaranteed progression to year 1 following successful completion of year 0. As part of the planning process, consideration will be given to financial support for students during the Gateway Year.

HYMS has its own Widening Participation Officer who works in close collaboration with the Widening Participation (WP) team. HYMS runs a programme of outreach and other events including a Summer School and provision of opportunities for prospective students to gain work experience with a GP. HYMS is also a partner in the Sutton Trust Pathways to Medicine programme. HYMS activity aims to provide access to information and activities about studying medicine at university, and to support

students who come from under-represented backgrounds in higher education to consider medicine as a career option.

2.3. Continuous improvement through evaluation

Continuous improvement is a fundamental part of our access, succession and progression culture (see, strategy and ambition section). Fully embedding an evidence-based approach is at the core of our strategy. We are currently recruiting a full-time Evaluation Officer in order to significantly strengthen our capacity. Whilst our Evaluation Programme continuously reviews each initiative, a more consistent and robust approach needs to be adopted. Embedding this approach will be one of the primary objectives of our Evaluation Officer. In each bid for funds there is a requirement to state what evaluation measures are to be undertaken as part of the initiative, this is then reported back on at the end of the activity. By 2019-20 it is envisaged that we will have a wealth of data to draw on and help inform future practice, where to invest future funds.

To this end, we have invested, and continue to invest in dedicated resources and initiatives to fully support the evaluation and continuous improvement of all access, success and progression activities. For 2019-20 these include:

2.3.1. Logic Model Framework

We will develop a Logic Model Framework to ensure that objectives are clearly defined for all initiatives and the appropriate evaluative method is assigned. This will enable us to effectively measure learner outcomes and the impact of all initiatives. The Logic Model Framework will feed directly in to our Evaluation Programme.

2.3.2. Evaluation Programme

In 2019-20 our current programme will be expanded and built upon, in order to:

- Evaluate and measure levels of student engagement for each intervention.
- Evaluate and measure overall levels of student satisfaction for each intervention.
- Measure the impact of the programme/each initiative by way of a demonstrable change in behaviour/attitude as a result of each initiative.
- Ascertain which activities are the most effective and impactful, on a continuum scale.
- Analyse the results against specific target groups and student demographics to identify any common patterns/trends.

We will develop common evaluation themes to ensure consistency across the Evaluation Programme.

The evaluation programme will mainly consist of primary research methods. There will be a mix of qualitative and quantitative methodologies, with the most appropriate method selected based on the initiative credentials.

Evaluation Programme Plan: to be rolled out in phases to eventually cover the entire programme. Please see diagram A in appendices for a visual representation of the Evaluation Programme Plan.

2.3.3. HEAT Tracker

The University of Hull is a member of the Higher Education Access Tracker (HEAT) to monitor and track students that have engaged in any activities funded through the APP. Data recording will be fully implemented and underway by 2019-20. Tracking reports received from HEAT will help our University understand correlations between outreach provision and attainment/progression of target groups, enabling us to invest in activities that are most effective.

2.3.4. Benchmarking Datasets

We will continue to use external datasets, including data from UCAS and The OfS, in order to benchmark our progress and achievements.

2.3.5. Evaluation Officer

Our first Evaluation Officer will join the access team in September 2018 (see Evidence-led approach section.

2.3.6. Evaluation of Financial Support

Our University will continue to evaluate the impact of its financial support, specifically bursaries and scholarships, through an annual quantitative survey (conducted since 2012-13).

We will use the OfS survey toolkit [28] from 2018 onwards so that results can be aggregated across the sector. (We have included our most recent evaluation of financial support results in the 'Evidence-led approach' section).

2.4. Monitoring the delivery of our plan

The Access and Participation Strategy Group is responsible for monitoring the production, approval, implementation and evaluation of our APP, and reports periodically to the University's Executive. Our Outreach Group, chaired by the Director of Student Recruitment, is responsible for the monitoring and evaluation of all pre-entry initiatives. The Retention Steering Group, chaired by the University Registrar and Secretary, is responsible for the monitoring and evaluation of on-programme initiatives.

2.5. Equality & diversity, aligning to the equality & diversity strategy and protected characteristics

Our University is committed to ensuring that we fully embrace the principles of equality, diversity and inclusion in our daily practices, activities and policies. Our University is built on a philosophy that embeds fairness and equality into all areas of our work and at every stage of the student and staff life cycle. Our commitment to equality is at the heart of our mission and values as a modern international university.

We are committed to providing and maintaining an inclusive learning and working environment, where equality is promoted, diversity is valued and discriminatory behaviour is not tolerated.

Our strategic equality objectives for 2017–2020 are to:

- Embed equality and diversity across the campus.
- Improve our response to external drivers.
- Promote the values that will underpin a diverse and inclusive organisational culture.
- Enhance the diversity and inclusion experience of staff and students.

Our Equality Scheme[29] sets out how we will put these values into practice and the actions and activities we will take to uphold equality, prevent discrimination and promote greater understanding between the people in our community.

Commitments made by our University include adoption of the Race Equality Charter which will specifically help concentrate efforts on widening participation from BME communities, improving the experience of BME students and reducing the attainment gap between white undergraduates and other ethnic minorities. Our University is currently undertaking two studies which will feed into this. One project is looking specifically at the BME attainment within the Faculty of Health Science, while the other is looking at the experience of BME students in the Faculty of Science and Engineering. Both of these studies will be implemented this cycle at which point recommendations will be drawn up and an action plan will be produced to address the issues.

We are a Stonewall diversity champion and our partnership with Stonewall provides the campus with additional support and expertise to enable LGBT students to reach their full potential. We have also signed up to the Disability Confident (government scheme) to ensure we can work in partnership with the government and other organisations to provide the best experience possible for our students.

[28] OFFA Financial support evaluation toolkit

[29] The University's Equality Scheme 2017 -2020 sets out how we will put these values into practice and the actions and activities we will take to uphold equality, prevent discrimination and promote greater understanding between the people in our community.

2.6. Legal requirement

Our University has an Equality Scheme 2020 that sets out our university's four strategic equality objectives in terms of its compliance and support of the Equality Act 2010. This requires us to meet our legal obligations under the Act and the public sector equality duty. Our University manages our equality compliance with the legislation and higher education sector responsibilities and expectations through the Equality Diversity and Inclusion Committee (EDI) and University Leadership Team (ULT), which provide the requisite assurance and governance.

2.7. Student Consultation and Involvement

Our 2019-20 Access and Participation Plan (APP) was developed through a series of consultative working groups involving a wide cross section of University staff involved in the recruitment/support of students and in the delivery of access and outreach activities.

Further consideration of the Access and Participation Plan was provided by the Director of Student Recruitment, our University Finance Office, Strategic Development Unit and the Access, Funding and Support Office.

Representatives of the University of Hull Student Union (HUU) are formal members of both the Access Outreach & Retention Group (Vice-President Welfare & Community) and the Access Agreement Strategy Group (Vice-President Education) and have been further consulted at critical stages of the process.

In addition, prior to submission of this APP, a briefing meeting was held with the President of HUU and a delegated representative of Council. The Registrar & Secretary and Director of Student Recruitment shared the insight and evidence that has informed our strategy, discussed key activities and the drivers for them in detail. A further briefing meeting is planned prior to submission of our annual monitoring return so that the HUU and Council can track progress to ensure transparency and accountability.

Our University also recognises the importance of bringing the student voice in to the centre of the development of future Access and Participation Plans, and we are keen to consult students at the early stages of the plan's development. We will therefore host a series of discussion groups, with a representative mix of students in attendance. Students will be provided with the opportunity to influence and feed in to the development of the next APP.

3. Access, student success and progression measures

3.1. Credible approach to delivering our ambition

As outlined previously, (ambition and strategy section), we will address any gaps identified for under-represented groups, both regionally and nationally, through a series of highly targeted initiatives, at the relevant stages of the student cycle. This will include:

3.1.1. Access and Participation

White British males from low socio-economic status backgrounds

At their annual general meeting in 2018 UCAS reported that in disadvantaged areas young women are 66% more likely to apply to university then young men, which is the widest gap recorded. Given our demographic profile in Humberside, we believe we have a significant opportunity to address this in our region.

A sustained programme of activity has been commissioned to address low HE-participation rates for this group. The Marginal Gains Programme is a sustained 3-week programme based on a successful sporting concept of making small/manageable improvements to achieve a wider goal. Students will learn how to apply this theory to achieve educational goals. This programme is specifically designed for young men from disadvantaged backgrounds and will raise their future life aspirations and

educational goals. Local schools with a large percentage of white disadvantaged boys will be targeted (identified by using Department of Education contextual data).

Black and Minority Ethnic (BME) Groups

We recognise low rates of BMEs reside in Hull when compared to the national average[30]. We therefore recognise the need to extend our access and participation work out to areas with a higher population of BME groups to carry out access and participation work.

An example of this geographical extension is our work in London with AccessHE, the largest regional network in England, utilising their links to over 300 higher education institutions, schools, colleges and local authorities across London. AccessHE also enables us to develop strong reciprocal collaborative relationships with other HEIs in London, share in joint activities with common goals and achieve objectives on access and participation more efficiently and effectively.

In 2019-20 we will participate in AccessHE's Black, Asian and Minority Ethnic (BAME) Actions Forum which facilitates activities and outputs mainly centred around three common themes; changing mind sets, retention and attainment.

We will also reach out to community and diversity groups to further understand the barriers to accessing and succeeding at HE for this particular demographic. By delivering activities in partnership with the Access HE network and New College Bradford, through our PPCN (see 'Collaborative Working' section), we will be able to access a larger BME cohort in areas with a significantly higher density of under-represented black and ethnic minority cohorts.

Under-represented Groups

We will address the needs of this particular group in the following ways:

Our University enjoys a long-standing successful partnership with Hull Children's University (HCU), and we envisage this continuing throughout the currency of the 2019-20 APP. We have an established process under which the chief executive of HCU bids annually for continued funding, putting forward collaborative projects which they believe will best support their target audience. This enables us to redirect funds and work to target specific needs identified or to areas where greater impact can be achieved. Our collaborative work with HCU will continue to target schools with the highest percentage of free school meals, delivering sustained activities to a minimum of ten schools per annum.

The University of Hull has successfully led the Scarborough & North Yorkshire Children's University (SCU) for many years working with disadvantaged school children in North Yorkshire to encourage a love of independent learning, and engagement in wider cultural opportunities. This work will continue throughout the currency of the 2019-20 AAP.

Taking a multi-agency approach, in 2018-19 the programme will be working with 14 disadvantaged schools on the North Yorkshire Coast and in Ryedale. We are currently exploring funding made available through the North Yorkshire Coast Opportunity Area to build capacity of the SCU. We have committed to working with a minimum of ten schools in the area. However, as this region is recognised as an area of multiple deprivation, we aim to use the variety of funding options which are and will become available as a result of this status, to expand this provision whilst avoiding duplication. A further example of our policy to avoid duplication is our commitment to work with partners to align the activity of North Yorkshire County Council's Essential Life Skills Fund to SCU to ensure added value to both programmes. SCU will work with Scarborough University Technical College to jointly utilise the UTC's facilities to host regular Children's University events.

A dedicated Pre-Entry/Participation Careers Adviser is employed at our University to deliver pre-entry employability and HE choice advice, at schools in low participation neighbourhoods. At a time when

[30] Appendix table 18

Careers provision in schools is fragmented and stretched, this service is regularly requested and highly regarded by many schools. The Careers Service at Hull is one of a small number of universities nationally that employs such an Adviser. This Adviser also works with others in our University to deliver special projects aimed at students from under-represented groups (e.g. the Diversity and Inclusivity Employability Day that was organised in conjunction with HUU in February 2018).

Children of military families

Our University has strong links with the military and has committed to honouring the Armed Force Covenant and support the Armed Forces Community. We direct eligible candidates to the funding provision offered by the Department for Education in place for students who have lost their parents whilst they have been serving in the military. We will conduct a scoping exercise in consultation with key stakeholders to identify barriers for this cohort so that the appropriate provision can be put in place by our University. In conjunction with the consultations, we will evaluate what provision is already in place and what added value our University can provide.

Asylum Seekers

Our University established a Sanctuary Champions Network (SCN) last year, following our University's pledge of support for Hull's recognition as a City of Sanctuary. The Network is working on a range of projects to help us offer a welcoming and supportive environment for forced migrants, both in terms of access to higher education and within our local community.

As part of this, we are currently seeking formal recognition as a University of Sanctuary and have agreed to launch the following fee/bursaries:

- A fee concession scheme whereby new entrants, who have asylum seeker status, will be charged fees at the home/EU rather than international rate.
- Three discretionary, competitively awarded scholarships for asylum seekers, comprising a full tuition fee waiver, £2k grant towards study costs and a tailored package of additional support (for example, pastoral, welfare, language, and study skills).

These bursaries are targeted at asylum seekers rather than students with refugee status because the latter are classed as home students and have access to student finance, so do not face the same financial barriers to access HE. However, SCN will also explore options for offering a similar tailored package of non-financial support for refugee students. In addition, as the fee concession and scholarships relate to students who hold asylum seeker status before applying to the University, the University will agree a common approach to dealing with cases where a student claims asylum during the course of their studies.

3.1.2. Success, Non-Continuation and Degree Attainment Initiatives

Throughout the student lifecycle we have devised support for specific target groups. However, all students may benefit from this support. Particular examples include:

Dedicated Taster/Welcome Events

For all students the transition into university life brings great opportunity but also many challenges and worries. Mature students are one such heterogeneous group, who face many hurdles that can affect continuation and degree attainment, for example financial burden, caring responsibilities, motivation and time pressures. Our Student Engagement Officers (SEOs) in conjunction with Health and Wellbeing, therefore, run Mature Students Taster Days providing incoming mature students with the opportunity to meet other students and reduce potential fears about entering or returning to education by experiencing a range of study skills activities, in addition to outlining avenues of support available. There is additional scope for the Mature Students Taster Days to include activities for part-time and Student Carers (including Student Parents).

A similar event is provided to welcome students with Autism Spectrum Disorder again with the emphasis on supporting and smoothing the transition into a new and novel environment. There is scope to provide additional welcome events for students with other disabilities, SpLD and mental health problems, and create a more inclusive institutional environment.

Online Induction

A tailored online induction is provided for both new and returning students smoothing transition and progression between academic years. There are options via the online platform for students to identify with our recognised disadvantaged/under-represented groups allowing them to access further information that may be of interest, for example financial support, the SpLD screener and University Service Finder and be (re)introduced to their school SEO and other key staff that support their overarching student experience.

On-programme Support measures for students

In 2019-20, as part of our ongoing support for on-programme students we will:

- Provide a structured framework of support for all students, with specific elements targeted at our disadvantaged/under-represented groups, underpinned by inclusive practice and taking into account the principles of equality, diversity and socio economic background.
- Deliver integrated, on-programme academic support for our disadvantaged/under-represented groups with specific reference to induction/transition, engagement and progression.
- Use our in-house inclusivity assistants to deliver support for students with disabilities identified as having additional needs no longer funded through the Disabled Student Allowance.
- Maintain our hardship and other financial support packages available to Home and EU undergraduate students.
- Support and encourage our disadvantaged/under-represented groups to experience new opportunities and environments through study abroad and international summer school programmes.
- Align student engagement officers to each of our disadvantaged/under-represented groups at an institutional level, to include development of frameworks to support each group, and deliver targeted events and communications for each group highlighting dedicated events, opportunities and support infrastructures.
- Build and extend our competitive institutional WP Graduate internship programme targeted at our disadvantaged/under-represented groups which delivers a fully integrated and supported development programme.

Engagement Monitoring and attainment

Students from disadvantaged/under-represented groups are proportionately at greater risk of underachievement and/or non-continuation. To address this, we have invested in software to monitor student engagement to enable better/quicker identification of students at risk of underachievement and/or non-continuation. Tap-in attendance monitoring was introduced during the 2017-18 academic year and we are now working on engagement analytics and a cause for concern model that will identify those who start to disengage which in turn increases the risk of underachievement and/or non-continuation.

We have commenced work on an artificial intelligence approach to manage risk attributes that will help identify some of our most vulnerable students who, (for example a disclosure of issues with socialisation, mental health issues etc.) A drop in overall engagement would trigger an alert to either academic and/or support staff for subsequent intervention. Coupled with the tap-in/engagement data and strengthened institutional academic support tuition framework, better informed discussions at key touchpoints between students and their academic supervisors will enable greater achievement. Where appropriate, additional support and guidance will be provided by our Student Engagement Officers, Wellbeing Advisors and Inclusivity Officers, with the identification of suitable interventions for both individuals and cohorts as appropriate.

SpLD non-continuation and attainment gap

Within the institution, not all students with a SpLD choose to access the support available to them. We know that those who do access support tend to perform well and continue with their studies. We also know that in 2015-16 students with a declared SpLD were 8% less satisfied than our general student population. This has since improved to students being 0.4% less satisfied than the

institutional average. We will, however, commission a research project to identify the needs and barriers of this group. The outcome of the evaluation will inform future delivery of SpLD support to ensure students access the support they are entitled to and maximise their potential.

Foundation Year (FY) attainment and continuation

Having identified an increased rate of non-continuation for FY students, we are building on the work undertaken as part of a HEFCE funded catalyst project focused around FY achievement and continuation within sciences to translate the learning into other disciplines. We are also planning on further investment through introduction of FY transition tutors to support development of skills and transition to HE from FE and other access routes followed by WP/under-represented students to enable them to reach their full potential. Our SEOs have implemented a peer-mentoring programme which has been co-developed with our current foundation year mentors and mentees. Early indications suggest that the challenges and barriers faced are not dissimilar from entry into the certificate stage for students and that any interventions developed may benefit many more students across our university not only foundation year.

3.1.3. Progression

Mentoring

We introduced the Bridge Employer e-Mentoring Scheme supporting over 230 students in 2016-17 (including 162 'First Generation' scholars, 90 BME students, 19 with disability) and 150 students in 2017-18. The scheme connects these students to industry professional, many of whom are alumni of our University, providing mentoring advice to increase their prospect of fair access to graduate level employment. Students have expressed high levels of satisfaction with the scheme and reported gaining summer internships and full-time jobs as a result.

Student internships and work experience opportunities

Research shows that disadvantaged/under-represented students often struggle to gain access to future potential employers, internships and volunteering opportunities which may be due to personal, social and health reasons[31]. We have therefore made significant new investment in our Hull Internship Programme which helps students/graduates to gain relevant, professional and other experience through working with hundreds of employers in our region; 28 students from under-represented backgrounds were supported into internships in the summer of 2016. We are currently working on extending options and availability through increasing numbers of both traditional and flexible internship and work experience opportunities.

Our evaluation shows the majority of these students would not access schemes like this without the support our University offers. Students report increased levels of confidence in a broad range of graduate attributes. We will continue to offer an in-house graduate internship programme to support under-represented target groups into employment opportunities, particularly targeting those groups of students which demonstrate the lower rates of graduate level employment.

3.2. Evidence-led approach

In our 2018-19 Access Agreement we committed to making a significant step-change in the evaluation of widening access and outreach activities at our University. Our Evaluation Programme includes the appointment of an Evaluation Officer and recruitment to this role is underway. The prime responsibilities of the officer will be to improve our capacity for data capture, to identify external benchmarking datasets and to ensure our monitoring and evaluation provides robust analysis of impact in order to inform our decision making.

As part of our Evaluation Programme we have commissioned a full external audit of all outreach work. This has highlighted many areas of effective outreach work, but a lack of co-ordination across our University has led to inconsistent approaches to delivery and particularly evaluation. Our next step is an independently led World Café event with stakeholders across our University. A key outcome of this event will be agreement on consistent delivery and evaluation of access activity and will inform a

[31] http://www.universitiesuk.ac.uk/policy-and-analysis/reports/Documents/2016/working-in-partnership-final.pdf

five-year strategy for schools and college liaison outreach work. Once the strategic approach is set, structural review will then follow to ensure effectiveness and efficiency of delivery against the strategy. We are therefore already in the early stages of embedding the robust evidence-led approach envisaged the Office for Students (OfS). By the time this Access and Participation Plan takes effect this model will be in place across our University.

In the interim, pending full introduction of this model, the following evaluation activity has taken place:

3.2.1. Evaluation of our financial support

First year students receiving financial support from our University are surveyed annually. The most recent survey (March 2017, 113 respondents 11% response rate) demonstrated the following:

- 91% stated that the financial support was very important/important in enabling them to continue with their studies.
- 83.2% were able to concentrate on their studies without worrying about finances.
- 75.2% could afford to participate along with their fellow students.
- 84.1% % stated that receiving the financial support made them feel less anxious than they would have felt otherwise.
- 85.9% felt more satisfied with their life as a student as a result of the financial support.

Although qualitative data clearly shows students appreciation for financial support it is not possible to evidence the impact this may or may not have on retention. This informed our decision to reallocate our resources away from financial support (although we do still provide an appropriate level of this) in favour of funding outreach, retention and progression activity where genuine impact on retention can be evidenced.

3.2.2. Tracking progression to HE for our Principal Partner College Network (PPCN)

Our PPCN activity was fundamentally reviewed in 2017 based on evidence-led insight from four sixth-form colleges in the Humber region and insight-led evaluation work with New Collaborative Learning Trust in West Yorkshire. The resulting sustained programme of activity was based on our commitment to more robust on-going evaluation. The first set of results from this new evaluation approach show a positive uplift in students' progression rates on to HE, from our target PPCN institutions. There has been an 11.5% increase in unique applicants from 2015-17 and a 10.2% increase in number of acceptances over the same period [32].

In our annual access agreement monitoring return, we are asked to track applications to our University. Since joining the PPCN our newest college has seen an increase in applications to our University of 32%, in this first year of membership[33].

3.2.3. Evidence-led student service improvements

A drop in DLHE results in 2012-13 plus feedback from students on the importance of employability as a driver to HE, informed our decision to make significant investment in our Careers, Employability and Entrepreneurship Service. As a result we have achieved four years of continuous improvement in graduate destinations and a HESA Employment Indicator of more than 96% in 2016-17.

More than 76% of full-time home, undergraduate, First Degree students entered highly skilled employment or further study in the same period.

Our student careers ambassador scheme recruited students from disadvantaged backgrounds to undertake research to establish what fellow students expect and need from our careers service. This research informed the development of the service whilst providing an excellent paid development

[32] EXACT UCAS Schools-Provider-Subject, 2015, 2016, 2017 cross-matches against PPCN college applicants/acceptances
[33] Internal application data used

opportunity for those involved. The ambassadors have continued their work now promoting careers service activities through social media and supporting event organisation.

3.2.4. Aarhus summer school

Research from Universities UK International (Gone International: Mobility Works Report on the 2014-15 graduating cohort) has highlighted that students undertaking an international mobility experience have better graduate outcomes. This led to the development of our relationship with Aarhus University in 2014. This summer school programme has supported 60 students from disadvantaged backgrounds to experience international study which may otherwise have been inaccessible to them. Participating students gain up to 10 European Credit Transfer and Accumulation System (ECTS) credits. They report significant gains from the experience including a broadened outlook, personal development and increased transferrable skills.

3.2.5. Support for students with Specific Learning Differences (SpLD)

It is self-evident that students with SpLD benefit from tailored support increasing their chances of successful progression. To ensure optimal and timely support provision across their studies, we have introduced our bespoke online screener pre-arrival via online induction that provides an indication of the likelihood of a positive diagnosis of SpLD. Students with a positive indication are offered an educational psychology assessment funded by our University which provides supporting evidence for any DSA application. Our Quality Assurance Group is (QAG) registered tutors then provide specialist skills support throughout their studies with us. We also provide a grant to make up the shortfall following the withdrawal of the DSA contribution to IT equipment.

3.2.6. Student Engagement and Transition Team (SETT)

In order to drive better understanding of the particular needs of students from our target groups our University's Student Engagement Officers (SEOs) and Induction and Transition team (IAT) were brought together and restructured as SETT. The aim of SETT is to ensure that all students, irrespective of their diverse backgrounds, engage and integrate fully in the academic, social and cultural experiences of university life and access appropriate support to ensure their academic success.

Each SEO is aligned to a particular target group in order to develop our understanding of the achievements and challenges for these students. This insight is used to identify the need for and create new, evidence-based, initiatives to further support the engagement, retention and achievement of target group students. To further enhance our evaluation of key engagement activities we have adopted the Student Engagement Partnership Evaluation Framework[34] to support our evidenced led approach.

4. Sustained activities

2017 saw a strategic shift away from ad hoc single interventions across a wide number of schools and institutions towards a long-term sustained programme of collaborative outreach. New projects of sustained activity introduced at this time included the Principal Partner College Network, Children's University in Scarborough and Hull and our outreach activity with pre-sixth form students in Bradford. All of these examples are referenced elsewhere in this plan.

Particular examples of new sustained activity that we have commissioned, under the umbrella of this new strategy, include:

4.1 *The Hull Futures Programme*

We commissioned a full Progression Programme, The Hull Futures Programme; which is a one year, four-credit, level three course in career progression planning for year 12 students. It is designed to widen participation by raising the aspirations of students and supporting them through the process of self-exploration, research and application to HE. The programme is divided into five units which

[34] http://tsep.org.uk/evaluation-framework

encourage students to investigate the options beyond post-16 study, whilst developing a range of transferrable skills and preparing them for the experiences they are likely to encounter at university or in employment thereafter.

Students complete an evidence portfolio which is marked internally and moderated externally. Students who complete all five units to the satisfaction of the external moderator will be awarded 12 UCAS points.

The first cohorts will join the programme in September 2018. By 2019-20 we will have our first full year of data which will be used as benchmark data, to inform continuous improvement of the ongoing programme itself and determine whether the programme should be rolled out to additional institutions.

4.2 *Care Leavers | Step Up, Move On*

We are piloting a 7-year rolling programme for Children Looked After. Children in Year 7 will join the programme and continue on it until the conclusion of Year 13. The initial pilot includes 15 children and aims to:

- Give children in care the chance to socialise and meet other Children Looked After.
- Develop their talent, help raise their achievement through targeted support and help them develop new skills.
- Improve their knowledge of HE and raise their aspirations.
- Encourage them to consider HE and help them make an informed decision about their future.

The project is run in collaboration with Hull and East Riding Children's University, the Hull Virtual School and University of Hull student ambassadors. The initial pilot will be used to ascertain the success and effectiveness of the programme. If it is shown to have a clear positive impact for participating students, we would seek to roll out the remainder of the programme for the following years. We firmly believe that the sustained and progressive nature of the programme will present university as a realistic and achievable option, and support young care leavers in achieving their career aspirations.

4.3 *Community Sports Partnership (West Hull Rugby Club)*

We work with West Hull Rugby Club delivering a regular programme of events to enhance the social mobility and educational attainment of young people.

This programme is provided for individuals involved with the club, the wider associated community and current students of our University (in-reach activity). This unique community-based project enables activity in a non-school setting, helping us reach young people who may have disengaged within a formal education setting. Many young people look up to their sports coaches and mentors so having these role models reinforce the benefits of education, and HE in particular, may resonate more readily with them. The project also provides the opportunity to engage with parents in a relaxed environment and provide them with advice and guidance on progression to HE. It has also allowed us to share experience and best practice with a range of stakeholders such as the Rugby Football League, Active Humber and Sport England.

5. Financial support

5.1 *Students with Low Residual Household Income (RHI) and/or from Areas of Low Participation*

In 2019-20 our University will offer a £1,000 award to full-time students or part-time (on a pro-rata basis) with an RHI of less than £25,000.

Full-time students entering with a minimum of 120 UCAS Tariff Points from three A Levels or equivalent who also have an RHI below £42,875 or whose home postcode is in a POLAR quintile 1 or 2 region may instead receive our Merit Scholarship Plus, worth £2,100 in the first year of study, or our Achievement Scholarship Plus (ASP) if they are entering with 152 UCAS Tariff Points. This ASP is worth

£4,100 in total: £2,100 in the first year of study and a further £1,000 in the second and final years of study subject to satisfactory progress.

While EU students are currently eligible for our University's RHI-dependant awards, future eligibility for these awards is currently uncertain for EU students, due to the UK's decision to leave the European Union. As non-repayable statutory support is available to students from low household income families from Wales, Scotland, and Northern Ireland, these students are not eligible for the above awards.

Our University will automatically assess students for their bursary eligibility using information provided on their student loan application form. In order to do this, students must agree to share their information with the university at the point of completing their student loan application.

5.2 *Other Target Groups*

Worth a maximum of £1,000 per year, the Humber Grant is offered to young adult carers, care leavers, estranged students, and other under-represented groups. This award comprises cash, book/resource packages and IT packages.

Our University continues to fund the £200 contribution required for IT equipment on behalf of students in receipt of Disabled Student's Allowance (see above).

5.3 *Hull York Medical School (HYMS)*

HYMS students registered either at the University of Hull or the University of York will be eligible for the same HYMS Bursary, worth £2,400 per year for students with an RHI of less than £25,000. This bursary is paid as cash, accommodation discount, or a self-selected combination.

6. Investment

As per Table 7 of the Resource Plan, the University expects to invest £6.4m in Undergraduate Access and Participation Activity in 2019-20. This level of investment equates to 21.6% of the higher fee income.

Reflecting the priorities identified within the plan, the total 2019-20 investment has been split as follows;

- Financial Support £3.2m (of which £2.92m is APP countable - 9.8% of the higher fee income)
- Access investment £2.31m (of which £1.52m is APP countable - 5.1% of the higher fee income)
- Success Investment £2.59m (of which £1.66m is APP countable - 5.6% of the higher fee income)
- Progression Investment £1.23m (of which £0.31m is APP countable - 1.0% of the higher fee income)

The Resource Plan also provides a forecast of our annual investment up to 2022-23.

7. Provision of information to students

Our University publishes full information on its fees and the financial support offered to under-represented groups on its website, through its prospectus and via individual communications. This includes highlighting that fees may be subject to permitted inflationary increases, linked to the Retail Price Index (RPI-X), and details of the eligibility criteria and awarding processes for financial support offered by our University. Information is provided on the statutory support available to students on its website and via individual communications. Signposting is also provided around the potential impact of financial support on state benefits. Our University's Access and Participation Plan will be published on its website, alongside all previous Access Agreements.

Appendices

Access/Participation

Table 1 | Acceptances by Age (UK Domicile)

	University of Hull			Sector		
	2015	2016	2017	2015	2016	2017
'17 and under'	0.9%	0.6%	0.5%	1.2%	1.2%	1.3%
'18'	46.4%	48.4%	45.6%	48.5%	49.1%	49.9%
'19'	19.2%	19.5%	16.6%	20.8%	20.9%	20.2%
'20'	7.3%	5.9%	8.8%	8.0%	7.8%	7.9%
'21 and over'	26.2%	25.6%	28.6%	21.5%	20.9%	20.7%
Grand Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

source: UCAS 2017 end of cycle data resources

Table 2 | Acceptances by Ethnicity (UK Domicile)

	University of Hull			Sector		
	2015	2016	2017	2015	2016	2017
Asian ethnic group	5.3%	4.7%	4.2%	11.6%	12.1%	12.4%
Black ethnic group	6.5%	5.1%	4.9%	8.0%	8.2%	8.2%
Mixed ethnic group	2.4%	2.9%	2.3%	4.2%	4.3%	4.5%
Other ethnic group	0.9%	1.0%	3.0%	1.7%	1.7%	1.9%
White ethnic group	84.9%	86.3%	85.6%	74.5%	73.6%	73.0%
Grand Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

source: UCAS 2017 Sex, area background and ethnic group report

Table 3 | Main Scheme Acceptances (UK Only)

	Hull			Sector		
	2015	2016	2017	2015	2016	2017
'Asian'	3.13%	3.60%	3.64%	9.78%	10.08%	10.44%
'Black'	4.52%	4.07%	4.19%	6.22%	6.52%	6.55%
'Mixed'	2.09%	2.66%	2.19%	4.05%	4.16%	4.32%
'Other'	0.52%	0.94%	1.46%	1.35%	1.42%	1.55%
'Unknown'	0.70%	0.47%	0.36%	0.72%	0.78%	0.80%
'White'	89.04%	88.26%	88.16%	77.87%	77.05%	76.34%
Grand Total	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%

source: UCAS 2017 end of cycle data resources

Table 4| All placed applicants (All Ages)

	University of Hull			Sector		
	2015	2016	2017	2015	2016	2017
POLAR3 Q1	24.0%	25.5%	26.5%	12.3%	12.3%	12.5%
POLAR3 Q2	19.5%	19.7%	19.6%	16.3%	16.3%	16.4%
POLAR3 Q3	20.2%	18.8%	19.3%	20.2%	20.2%	20.0%
POLAR3 Q4	19.2%	18.8%	17.3%	22.7%	22.6%	22.5%
POLAR3 Q5	17.1%	17.3%	17.2%	28.5%	28.6%	28.5%
Grand Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

source: UCAS 2017 Sex, area background and ethnic group report

Table 5 | Main scheme acceptances (UK Domicile)

	University of Hull			Sector		
	2015	2016	2017	2015	2016	2017
Disability declared	11.0%	12.7%	11.9%	9.2%	10.0%	10.6%
No disability declared	89.0%	87.3%	88.1%	90.8%	90.0%	89.4%
Grand Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Source: PERS2018_H72, Sector Source: UCAS: DR2_025_05

Non-Continuation

Table 6 | Non-Continuation by Ethnicity

	2013/14	2014/15	2015/16
White	7.4%	7.3%	8.9%
Black	12.2%	8.0%	13.4%
Mixed	7.4%	12.3%	10.1%
Asian	6.1%	12.2%	11.8%
Chinese	16.7%	16.7%	4.8%
Other	9.1%	11.5%	17.6%
Information Refused	14.3%	23.5%	14.8%
Unknown	50.0%	0.0%	0.0%
Institution Total	7.8%	7.8%	9.5%
England Total	7.1%	7.4%	7.5%

Source: Breakdown of HESA PI T3

Table 7 | Non-Continuation by Low Participation Neighbourhood

	2013/14	2014/15	2015/16
Low Participation Neighbourhood	8.7%	9.7%	12.2%
Other Neighbourhoods	7.6%	7.3%	8.7%
Unknown	7.7%	0.0%	0.0%
Institution Total	7.8%	7.8%	9.5%
England Total	7.1%	7.4%	7.5%

Source: Breakdown of HESA PI T3

Table 8 | Non-Continuation by Disability

	2013/14	2014/15	2015/16
Disability Declared	7.8%	8.9%	9.3%
No Disability Declared	7.7%	7.7%	9.5%
Institution Total	7.8%	7.8%	9.5%
England Total	7.1%	7.4%	7.5%

Source: Breakdown of HESA PI T3

Table 9 | Non-Continuation by Age

	2013/14	2014/15	2015/16
Young	6.8%	6.5%	8.4%
Mature	10.9%	11.6%	12.7%
Institution Total	7.8%	7.8%	9.5%
England Total	7.1%	7.4%	7.5%

Source: Breakdown of HESA PI T3

Table 10 | Non Continuation by Care Leaver

	2013/14	2014/15	2015/16
Care leaver	13.3%	12.5%	8.6%
Non Care leaver	22.2%	6.5%	8.9%
Information Refused	0.0%	1.8%	13.2%
Not Known	63.3%	11.3%	6.8%
Not Required By HESA	8.0%	10.2%	7.1%
Institution Total	7.8%	7.8%	9.5%
England Total	7.1%	7.4%	7.5%

Source: Breakdown of HESA PI T3

Degree Attainment

Table 11 | Degree Attainment by grade

	All Students		
	2014/15	2015/16	2016/17
1	19.9%	18.7%	19.9%
21	49.4%	49.8%	49.0%
22	25.3%	26.2%	26.0%
3	3.9%	4.7%	4.7%
ORD	2.0%	1.7%	0.4%

Source: University of Hull Internal Report

Table 12 | Degree Attainment by Disability

	No Disability Declared			Disability Declared		
	2014/15	2015/16	2016/17	2014/15	2015/16	2016/17
1	21.10%	19.00%	20.20%	12.60%	17.00%	18.20%
21	49.10%	49.60%	48.90%	51.20%	49.50%	49.90%
22	24.60%	26.20%	25.90%	29.40%	25.90%	26.60%
3	3.60%	3.60%	4.70%	4.10%	5.70%	5.10%
ORD	1.90%	1.70%	0.40%	2.60%	1.80%	0.20%

Source: University of Hull Internal Report

Table 13 | Degree Attainment by Ethnicity

	White			BME		
	2014/15	2015/16	2016/17	2014/15	2015/16	2016/17
1	21.90%	21.20%	23.50%	10.30%	13.50%	15.70%
21	51.40%	50.70%	50.70%	44.60%	46.90%	50.80%
22	23.00%	23.40%	22.00%	32.70%	30.10%	29.10%
3	2.60%	3.30%	4.10%	7.10%	7.10%	4.00%
ORD	1.20%	1.40%	0.20%	5.40%	2.50%	0.30%

Source: University of Hull Internal Report

Table 14 | Degree Attainment by POLAR3 Quintile

	1st Quintile			2nd - 5th Quintile		
	2014/15	2015/16	2016/17	2014/15	2015/16	2016/17
1	17.9%	15.2%	18.8%	21.2%	21.5%	23.5%
21	45.7%	47.3%	45.9%	51.4%	50.5%	50.6%
22	29.2%	28.8%	28.0%	23.1%	23.6%	22.3%
3	4.6%	6.3%	7.3%	2.8%	3.1%	3.3%
ORD	2.7%	2.4%	-	1.5%	1.3%	0.3%

Source: University of Hull Internal Report

Table 15 | Degree Attainment by Age

	21 years old and under			Over 21		
	2014/15	2015/16	2016/17	2014/15	2015/16	2016/17
1	19.3%	17.9%	20.0%	22.2%	21.3%	19.9%
21	52.3%	51.2%	50.2%	38.9%	44.1%	41.0%
22	23.6%	25.9%	25.1%	31.1%	27.8%	31.8%
3	2.9%	3.3%	4.1%	5.5%	5.5%	6.3%
ORD	1.9%	1.7%	0.5%	2.3%	0.8%	0.0%

Source: University of Hull Internal Report

Progression

Table 16| Employment Performance Indicator Percentage by Ethnicity

	2014	2015	2016
White	95.4%	96.5%	96.2%
Asian	89.7%	93.8%	94.5%
Black	92.3%	91.0%	95.0%
Chinese	92.3%	100.0%	100.0%
Mixed	95.8%	94.9%	95.6%
Other	100.0%	91.7%	100.0%
Institutional EPI%	94.9%	96.1%	96.1%

Source: Careers and Employability Service: Destinations of Leavers of Higher Education by Ethnicity, Gender and Disability

Table 17 | Employment Performance Indicator Percentage by Disability

	2014	2015	2016
Graduates with a declared disability	93.1%	94.0%	96.5%
Graduates without a disability	95.2%	96.5%	100.0%
Institutional EPI%	94.9%	96.1%	96.1%

Source: Careers and Employability Service: Destinations of Leavers of Higher Education by Ethnicity, Gender and Disability

Regional Ethnicity

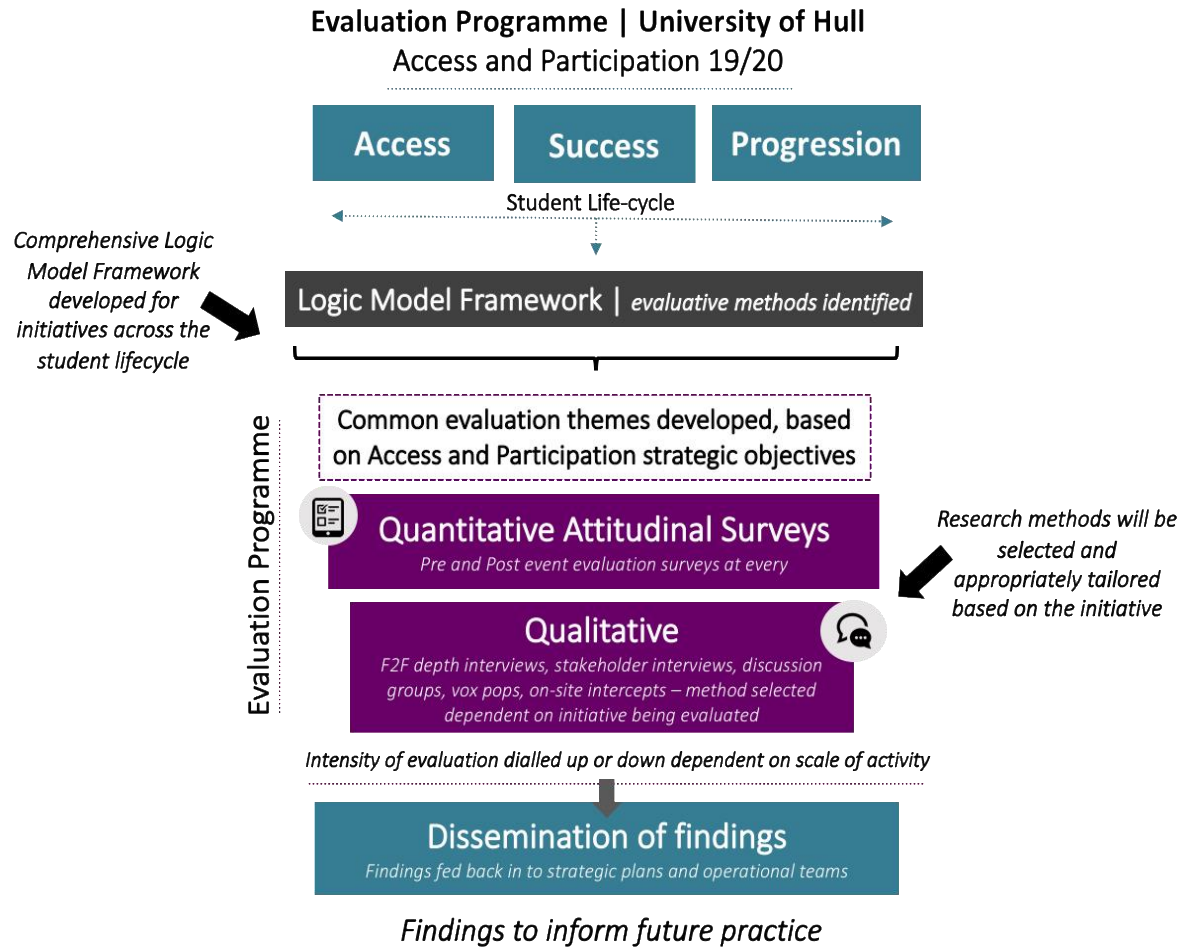
Table 18 | Local Authority Population Estimates by Ethnic Group

	White	Mixed	Asian	Black	Chinese
Doncaster	94.9%	1.0%	2.2%	1.0%	0.9%
East Riding of Yorkshire	95.5%	0.9%	1.8%	0.6%	1.3%
Kingston upon Hull	91.8%	1.3%	3.8%	1.4%	1.8%
North East Lincolnshire	95.7%	1.0%	1.7%	0.6%	1.1%
North Lincolnshire	94.7%	0.8%	2.9%	0.6%	1.3%
North Yorkshire	95.3%	1.0%	2.0%	0.6%	1.1%
York	92.8%	1.2%	3.4%	1.1%	1.5%
Sub-Regional Total	94.6%	1.0%	2.4%	0.8%	1.2%
England Total	87.5%	1.8%	6.1%	2.9%	1.6%

Source: Table EE1, Population Estimates by Ethnic Group Rel.8.0, Office for National Statistics, 2011"

Evaluation Programme Diagram

Diagram A



* course type not listed.

Full-time and part-time course fee levels for 2019-20 entrants.		
Please enter inflationary statement in the free text box below.		
The University may apply an increase to fee rates for entry in 2019 and for continuing students at the amount permitted by Government each year. Any increase will be made in line with the Retail Price Index (RPI-X). The University can only guarantee EU students that they will continue to be charged home fees whilst the current government fee regulations remain in force.		
Full-time course type:	**Additional information:**	**Course fee:**
First degree	Students who started in 2017 and later	£9,250
Foundation degree		£7,195
Foundation year / Year 0		£9,250
HNC / HND		*
CertHE / DipHE		£9,250
Postgraduate ITT		£9,250
Accelerated degree		*
Sandwich year		£1,385
Erasmus and overseas study years		£1,385
Other		*
Franchise full-time course type:	**Additional information:**	**Course fee:**
First degree		*
Foundation degree		*
Foundation year / Year 0		*
HNC / HND		*
CertHE / DipHE		*
Postgraduate ITT		*
Accelerated degree		*
Sandwich year		*
Erasmus and overseas study years		*
Other		*
Part-time course type:	**Additional information:**	**Course fee:**
First degree	- PT programmes, or years of programme, where 80 credits are studied in one or more years	£6,165
Foundation degree	- PT FDs where 80 credits are studied per year	£4,795
Foundation year / Year 0		*
HNC / HND		*
CertHE / DipHE	- PT programmes, or years of programme, where 80 credits are studied in one or more years	£6,165
Postgraduate ITT		*
Accelerated degree		*
Sandwich year		*
Erasmus and overseas study years		*
Other		*

Table 8a - Statistical targets and milestones relating to your applicants, entrants or student body													
Reference number	Stage of the lifecycle (drop-down menu)	Main target type (drop-down menu)	Target type (drop-down menu)	Description (500 characters maximum)	Is this a collaborative target? (drop-down menu)	Baseline year (drop-down menu)	Baseline data	Yearly milestones (numeric where possible, however you may use text)					Commentary on your milestones/targets or textual description where numerical description is not appropriate (500 characters maximum)
								2018-19	2019-20	2020-21	2021-22	2022-23	
T16a_01	Access	State school	**HESA T1a** - State School (Young, full-time, first degree entrants)	Seek to maintain high proportion of participants from state schools	No	2013-14	92%	92.8%	93%	93.2%	93.3%	93.4%	
T16a_02	Access	Low participation neighbourhoods (LPN)	**HESA T1a** - Low participation neighbourhoods (POLAR3) (Young, full-time, first degree entrants)	Seek to increase an already high proportion of participants from low participation neighbourhoods	No	2013-14	18.1%	19.6%	20%	20%	20%	20%	This is aready a very stretching target and we do not feel it is appropriate to increase it above 20%. This matches the overall proportion of students from a 1st Quintile Low Participation Neighbourhood.
T16a_03	Access	Mature	**HESA T2a** - (Mature, full-time, first degree entrants)	Seek to maintain the high proportion of mature participants from a LPN undertaking a first degree	No	2013-14	21.5%	22%	22%	22.2%	22.4%	22.6%	
T16a_04	Student success	Low participation neighbourhoods (LPN)	**HESA T3b** - No longer in HE after 1 year & in low participation neighbourhoods (POLAR 3) (Young, full-time, first degree entrants)	Seek to improve non-continuation	No	2013-14	9.5%	7.5%	7%	6.8%	6.7%	6.6%	
T16a_05	Student success	Other (please give details in Description column)	**HESA T5** - Projected degree (full-time, first degree entrants)	Seek to improve projected outcomes	No	2013-14	82.9%	84.5%	85%	85.2%	85.3	85.4	
T16a_06	Access	Disabled	**Other statistic** - Disabled (please give details in the next column)	Seek to increase the proportion of acceptances from Home students with a self-declared disability	No	2013-14	9%	11.%	11%	N/A			As per discussion with OFFA, this target will not be extended beyond the orginally agreed milestones, A New target will be set after this time
T16a_07	Access	Ethnicity	**Other statistic** - Ethnicity (please give details in the next column)	Seek to increase the proportion of acceptances from Home students from a BME background	No	2013-14	15%	17%	17.5%	N/A			As per discussion with OFFA, this target will not be extended beyond the orginally agreed milestones, A New target will be set after this time
T16a_08	Access	Low participation neighbourhoods (LPN)	**Other statistic** - Postgraduate (please give details in the next column)	Seek to increase the proportion of Post graduate participants from low participation neighbourhoods	No	2013-14	18%	18.8%	19%	19.2%	19.3%	19.4%	
T16a_09	Access	Care-leavers	**Other statistic** - Care-leavers (please give details in the next column)	Seek to increase the number of participants from a care leaver background	No	2013-14	36	42	42	44	45	46	
T16a_10	Access	White economically disadvantaged males	**Other statistic** - Other (please give details in the next column)	Seek to increase the proportion of white economically disadvantaged males accepting a place at the University of Hull. (Defined as having an ethnicity of white, sex of male, and from a 1st quintile POLAR3 area) (no of students)	No	2015-16	7.6%	8.0%	8.2%	8.4%	8.6%	8.7%	

Table 8b - Other milestones and targets.

Reference Number	Select stage of the lifecycle	Main target type (drop-down menu)	Target type (drop-down menu)	Description (500 characters maximum)	Is this a collaborative target?	Baseline year	Baseline data	Yearly milestones (numeric where possible, however you may use text)					Commentary on your milestones/targets or textual description where numerical description is not appropriate (500 characters maximum)
								2018-19	2019-20	2020-21	2021-22	2022-23	
T16b_01	Access	Ethnicity	Outreach / WP activity (other - please give details in the next column)	Increase the number of outreach activities involving schools with a high proportion of BME pupils	Yes	2013-14	5	15	15	16	17	18	
T16b_02	Access	Low participation neighbourhoods (LPN)	Operational targets	Provide financial support to under-represented students to access applicant days and interviews	No	2013-14	260	300	300	450	460	470	As per discussion with OFFA we have changed to wording to reflect policy change
T16b_03	Progression	Low income background	Student support services	Provide financial advice and guidance to support progression onto PGT to students from under-represented backgrounds (no of students)	No	2013-14	0	200	200	210	215	220	
T16b_04	Student success	Multiple	Student support services	Support engages with increasing numbers of under-represented students to provide support at key induction & transition points.	No	2013-14	250	360	360	380	390	400	
T16b_05	Progression	Low participation neighbourhoods (LPN)	Operational targets	Increase the percentage of Widening Participation students undertaking course of study that includes professional/industrial experience.	No	2013-14	6.8%	7.2%	7.3%	N/A			As per discussion with OFFA, this target will not be extended beyond the orginally agreed milestones
T16b_06	Student success	Low participation neighbourhoods (LPN)	Operational targets	Increase the proportion of students undertaking European study abroad who are from a Widening Participation background.	No	2013-14	18.2%	19%	19%	19.5%	20%	20.5%	
T16b_07	Progression	Low participation neighbourhoods (LPN)	Operational targets	Increase the number of widening participation students who receive financial support to access an international internships.	No	2013-14	8	25	25	27	28	30	
T16b_08	Student success	Multiple	Student support services	Support engagement with increasing numbers of under-represented students who have been identified as being at risk.	No	2015-16	300	400	450	480	500	520	
T16b_09	Access	Multiple	Outreach / WP activity (collaborative - please give details in the next column)	Increase the level of progression into Higher Education for Individuals involved in the University of Hull Community Programme. (no of students)	Yes	2016-17	0	5	10	15	16	17	This is new activity that is due to commence in 2017/18, therefore we will not be able to start measuring its impact until 2018/19
T16b_10	Access	Attainment raising	Outreach / WP activity (other - please give details in the next column)	Develop and embed an attainment raising progression pathway with local institutions that engages with Key stage 4 pupils (number of pupils)	No	2016-17	0	60	-	-			As per discussions with OFFA, this is a interim target that will enable us to work with schools to develop our attentainment raising programme. The milestones set demonstrate our committment to growing the activity over the next two years, after which we will set targets for attainment.
T16b_11	Access	Attainment raising	Outreach / WP activity (other - please give details in the next column)	Develop and embed an accredited attainment raising progression pathway with local institutions that engages with Key stage 5 pupils (number of pupils)	No	2016-17	0	70	-	-			As per discussions with OFFA, this is a interim target that will enable us to work with schools to develop our attentainment raising programme. The milestones set demonstrate our committment to growing the activity over the next two years, after which we will set targets for attainment.
T16b_12	Access	Low participation neighbourhoods (LPN)	Outreach / WP activity (other - please give details in the next column)	Use the University of Hull Principal Partnership programme to increase the percentage of 1st Quintile POLAR3 students involved who progress into Higher Education. (% students)	No	2015-16	39%	41%	42%	43%	44%	45%	This is new activity that is due to commence in 2017/18, therefore we will not be able to start measuring its impact until 2018/19
T16b_13	Access	Multiple	Outreach / WP activity (other - please give details in the next column)	Increase the engagment of parents of under-represented pupils (no of activities)	No	2016-17	0	10	15	20	25	27	
T16b_14	Access	Other (please give details in Description column)	Outreach / WP activity (other - please give details in the next column)	Engage with primary age pupils from widening particapation schools through the Children's University in Hull and Scarborough	No	2014-15	18	20	20	20	20	20	