



UNIVERSITY OF
LIVERPOOL

Access and Participation Plan

Entry 2019-2020





UNIVERSITY OF
LIVERPOOL

Introduction

We are a world-leading research-intensive University, committed to creating opportunities for all our students, and we are proud of our reputation as one of the UK's most successful Russell Group universities for Widening Participation (WP). The University of Liverpool has an excellent and long standing track record both in attracting and retaining students from under-represented groups and, as this Access and Participation Plan will demonstrate, we are committed to building on this reputation in the coming years.

Widening Participation (WP) is part of our University's heritage and we are proud to be recognised as a sector leader in WP where we exceed our benchmarks and have the third highest proportion of students from state schools and highest from Low Participation Neighbourhoods (LPN) in the Russell Group.

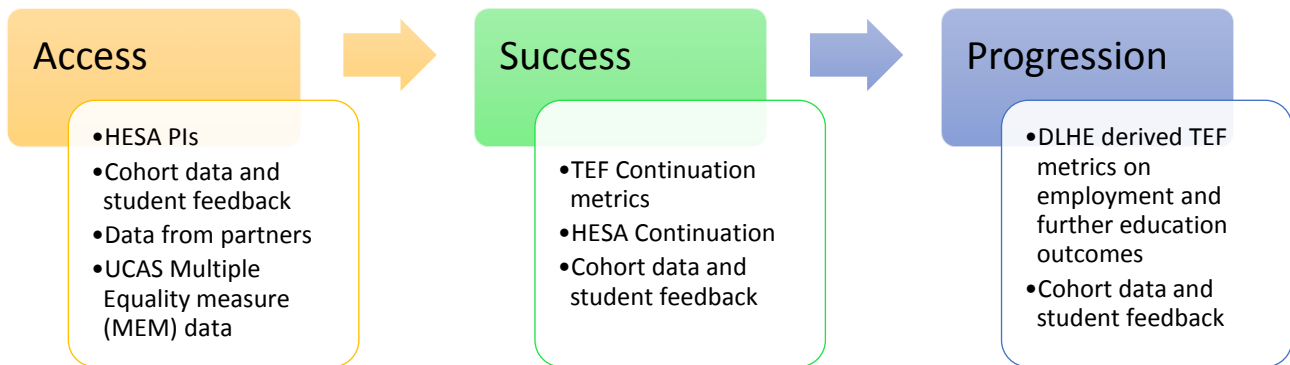
Widening Participation is a long-term strategic aim of the University of Liverpool and we have worked tirelessly over decades to maximise the opportunities for under-represented groups in higher education. This includes playing a key role in the city, region, nationally and internationally to not only raise awareness of the educational opportunities available to them but also to support improved attainment and outcomes of students. This long-term collaborative approach reflects the University's founding mission: "*For advancement of learning and ennoblement of life*". This values-based mission places student engagement, internationalisation and widening participation at the heart of everything we do.

Despite our success we are aware that there is still more to do in order to address the social mobility challenges we face nationally and within the sector and we are committed to playing an active role in overcoming these barriers. We are committed to a diverse student body across all academic disciplines and to providing fair access for anyone who can benefit from higher education.



1. Assessment of Current Performance

A holistic assessment of our current performance across the student lifecycle for the University of Liverpool has been undertaken utilising a range of quantitative and qualitative data sources, including Teaching Excellence Framework (TEF) data sets, HESA Performance Indicators (PIs), internal cohort reporting systems and localised work with student groups as follows:



The sections which follow address the data aligned to each of the stages within this cycle, highlighting successes, areas requiring further investigation and development of actions with the strategy.

Access

The table below summarises the 2017 HESA PIs for the University. This identifies a number of areas of positive performance, together with others where further development is clearly required.

HESA Performance Indicators – University of Liverpool 2017

	Low Participation Neighbourhoods (LPN)	State Schools or Colleges	Mature	In Receipt of Disabled Students' Allowance
University of Liverpool	9.6%	88.3%	9.7%	5.3%
Benchmark	9.3%	87.3%	10.9%	5.9%
Distance from Benchmark	+ 0.3%	+ 1.0%	- 1.2%	- 0.6%
English Russell Group (RG)	6.5%	77.2%	8.3%	5.6%
Difference to English RG	+ 3.1%	+ 11.1%	+ 1.4%	- 0.3%
English RG Ranking	1 st	2 nd	7 th	12 th
England	11.4%	90%	20.8%	6.8%

Please note, LPN and State Schools or Colleges data relates to Young FT First Degree Entrants, Mature to FT First Degree and the data on disabled students referring to all undergraduates.

Source: <https://www.hesa.ac.uk/news/01-02-2018/widening-participation-tables>

The University continues to perform above benchmark for participation of students from Low Participation Neighbourhoods and State Schools or Colleges. However, performance relative to benchmark in both of these areas has reduced compared with previous years and this will remain an important focus for our strategy.

Performance in relation to mature students and those in receipt of Disabled Student's Allowance is below benchmark. Although the University performs better than the English Russell Group average for mature students, it is below average for those in receipt of Disabled Student's Allowance. These challenges will be considered as part of the wider priorities for these student groups over the coming year and as part of priority plans.

The most recent published UCAS Multiple Equality Measure (MEM) data for the University suggests that the numbers of all applicants and placed applicants in group 1 has increased every year since 2013 – in line with our WP plans for access to Higher Education.

Success

Our continuation rates in the most recent TEF dataset were within the top 10% of absolute values for all providers. As an institution that prides itself on continued improvement, we know that there are also areas for development in continuation and our future plans and priorities outlined within this document aim to address these.

TEF split metrics, HESA data and localised data has flagged the following performance to be addressed within our plans and priorities for continuation levels going forward:

- Students from LPN perform below TEF and HESA benchmarks, and less well than the student cohort overall;
- Students from BME groups achieve marginally lower attainment levels than students overall;
- The performance of mature students is positively over TEF benchmark and flagged as such, but they perform less well than students overall and below the HESA benchmark;
- The performance of students with registered disabilities is above benchmark, but they perform less well than students overall.

Progression

Metrics relating to progression after HE are generally positive, and we are taking steps to increase progression to highly skilled employment with a range of high-profile internship and employability initiatives.

Driving this has been a review of the most recent Destination of Leavers from Higher Education (DLHE) derived TEF metrics which flagged below benchmark and overall institutional values for students from LPN, some BME groups and students reporting a disability, especially in terms of access to highly skilled employment. Year on year improvements have been achieved in these areas and more recent data not reported in TEF has shown improvements in these areas already, suggesting that ongoing work is having an impact.

Although TEF metrics for highly skilled employment illustrate above-benchmark performance among our mature students, we are not complacent and continue to develop support for students in this area as part of our drive for continuous improvement.

Summary - Areas of strategic focus

As a result of the review of our data, the following priority areas of focus within this Access and Participation Plan have been identified as specifically supporting (but not limited to):

- **Access:** Students from low participation backgrounds and from state schools; students with alternative qualifications; students from care backgrounds;
- **Success and Progression:** Disabled students; students from BME backgrounds
- **Access and Success:** Mature students.

In addition to the above, a key priority for the University will be to build on current practices to develop our approach to monitoring of data and evaluation alongside the student lifecycle framework.

Further evaluation work will be undertaken by the Education and Policy Evaluation (EPU) team within our newly created Directorate of Student Experience Enhancement. EPU will provide a strategic structure and direction to all types of evaluation activity, supporting the development of evidence-based practice and innovation. This will enable us to undertake more focused evaluation in relation to our activities focused around access, success and progression, ensuring that we are meeting the needs of our students, learning from experience and feedback.

Data sets currently available to teams include those on applications, new starters, enrolments, progression and degree attainment. Information relating to protected characteristics is available, with additional reports produced by the Diversity and Equality Team. The process of supporting the delivery and review of targeted Business Intelligence is also under review and this plan identifies key areas for focus in this regard.

Future developments in key data sets will be used to inform and report on our on-going progress to the Widening Participation Working Group, the Equality Working Group, Education Committee and Senate. Additional data may be collected as required in order to evaluate specific projects where data is not centrally available, including conducting equality analysis/impact assessment processes.

A combination of institutional, partnership, faculty, team and individual level work will achieve a culture of embedded data-led decision making and evaluation for all forms of WP activity, to underpin and inform our ambition and strategy as detailed below.

2. Ambition and Strategy

Developing the new 2019-20 Access and Participation Plan

This new plan sets out our ambition for the future. Combining an overview of current performance and ambitious future targets, it demonstrates a continued and significant commitment to developing our Widening Participation activities. Developing this has involved significant collaboration between our three Faculties, Central Professional Services (CPS) and the Guild of Students. In particular, we have worked closely with the Guild of Students to ensure the plan reflects the needs of our student community.

Underpinning our new plan is a detailed assessment of our current performance in the sector, and the local context of the Liverpool City Region (LCR). We will continue to direct our resources to those in most need and, by providing more targeted interventions, will shift the focus of our activities towards the success and progression of our students. An intelligence-led approach, drawing on performance-related data and statistical metrics, including reviews of attainment gaps, will allow us to re-focus our activities towards under-represented student groups, building on activities we already know to have been successful.

Our new plan is ambitious and challenges us to provide an ever-more coherent and joined-up support provision for our WP students, particularly in terms of student success and individual access to the graduate job market. Four goals inform this plan, which will be supported by new developments to maximise the extended network of our campus in London, the joint venture Xi'an Jiaotong-Liverpool University in China and our online programme partnership with Laureate:

Goal 1: Strategic use of data and management information to enable us to track the individual progression of our WP students – both during their studies and into the early years of their graduate careers. Backing this up will be a commitment to provide each student with personal support, including the offer of a placement.

Goal 2: Working as 'One University' to deliver a seamless and 'Inspiring, Challenging, Spirited and Ambitious' employability support programme, informed by the latest developments in student wellbeing and graduate recruitment.

Goal 3: The Careers Service to be transformed into a sector-leading, intelligence-based, outputs focused, 'employability driver,' with the skills, expertise and global contacts to work strategically with WP students across all three Faculties.

Goal 4: Employers and other key stakeholders to be engaged with and partnered at every stage of the student journey, from course design to early graduate career.

To ensure that we build on previous successes, we have in place a wide-ranging programme of well-established interventions which have yielded impressive results. It is our intention that these interventions should be continued and, where they have been found to be successful, develop and expand them. We are also mindful of the need to enhance and develop our activities in light of the new guidance, following evaluation of our work and as a result of changing student needs.

Strategic Commitment to Widening Participation

In 2016, the University launched its 10 year Strategy 2026 following a period of review and consultation. Our Strategy 2026 vision includes an action plan directly linked to our commitment to widening participation:

- **Explore** the diversity of the student community throughout the student to identify areas where we may need to proactively address any inequalities, e.g. Background (LPN), Gender, Age, Ethnicity and Disability;
- **Implement** a programme of targeted promotion, outreach and course development to redress any significant anomalies in student demographics and success;
- **Continue** to place emphasis on the recruitment of students from low participation neighbourhoods and the State Schools and Colleges sector;
- **Prioritise** efforts to increase the academic success of the widening participation student population;
- **Develop** the portfolio and enhance promotional efforts to encourage and incentivise greater participation of students from disadvantaged backgrounds in postgraduate study.

This Access and Participation Plan aims to drive activities in support of these strategic objectives, as well as the University's Diversity and Equality commitments.

Strategic response to areas for development identified by our current performance

Embedding a strategic approach to Access, Success and Progression plays a significant part in our education strategy. Responsibility for delivering our Education Strategy lies with our PVC (Education), supported by the Education Advisory Group comprising key senior academic and professional service leads, as well as the Guild President. Governance is provided by the Education Committee and its standing sub-committees, reporting to Senate and, ultimately, University Council.

Embedding Diversity and Equality

The University of Liverpool is committed to creating an inclusive learning environment for all students, recognising its responsibilities to eliminate discrimination and promote equality of opportunity in accordance with the Equality Act 2010.

The University is a Silver Athena SWAN award holder. In addition, ten Schools and Institutes hold departmental Athena SWAN awards, with two Gold awards. Addressing gender imbalance within the student population is a key area of activity within these departments, and a new Gender Equality Officer was appointed in 2015 with the aim of supporting this activity and further developing the Athena SWAN charter within the Faculty of Humanities and Social Sciences.

We have implemented an additional target to increase the number of full time degree entrants from ethnic minority groups, and we continue to fund and support the 'Fast Trackers' mentoring project for local Somali and Yemeni students, raising both aspirations and attainment. This specific project, which began in 2009, was commended within the Widening Access Initiative section at the 2015 National Education Opportunities Network awards in London and will be published as an OFFA Good Practice Case Study for engaging BME groups in June 2018.

The drafting of this plan has been undertaken in accordance with Diversity and Equality frameworks, recognising the plan as a key enabler of the implementation of the University's Equality Framework 2016-2026. The Widening Participation Working Group is responsible for the implementation of relevant equality objectives relating to access, outreach and widening participation and membership includes the University's Diversity and Equality Officer.

The following section addresses how the work of Widening Participation teams across the institution, as well as external partnerships, develop this work further.

A Student Lifecycle approach

Utilising the student lifecycle approach to driving decision making, innovation and evaluation underpins our ambition, with some examples of this approach below.

Access	Success	Progression
<p>Ensuring that students from disadvantaged backgrounds can access HE</p> <ul style="list-style-type: none">• Sustained outreach from primary onwards - focusing on awareness-raising/progression to HE as an option & a choice;• Post-16 and Community Outreach: focus on attainment-raising activities linked directly to choice and attainment as well as preparation to apply• Fair Admissions: Scholars, Realising Opportunities, Go Higher and Year 0/2+2 schemes, which allow for well-articulated progression routes for learners (16+ years and adults returning to education).	<p>Activities to support students in achieving their potential</p> <ul style="list-style-type: none">• Student Success and Retention: Peer Mentoring programmes, transition and induction events, financial support to support retention;• Student Support: established range of universal, targeted and specialist support services for students, Wellbeing framework to provide information and structures for all students, Mental Health First Aid training, Disability Support, Education Strategy.	<p>To further study and/or employment suited to their qualifications and potential</p> <ul style="list-style-type: none">• Placements and internships: employer engagement links, targeted support for WP groups;• Mentoring: mentoring from alumni and relevant professional links for second years;• Financial support: employability bursary for students from low-income households to attend interviews, support with internships.

Collaborative activities

Shaping Futures – National Collaborative Outreach Programme (NCOP)

The University of Liverpool is the Accountable Body for 'Shaping Futures', Merseyside's consortium for the OfS funded National Collaborative Outreach Programme. The programme has been established to raise learner HE aspirations and progression rates within 25 targeted electoral wards, where progression to HE is lower than expected given historic GCSE attainment patterns.

Shaping Futures provides impartial HE related activities and progression advice to target learners in 43 priority secondary schools and across partner FE / 6th Form colleges. For example, a 'Shaping Futures' project, 'Through the Eyes of Boys', is an intensive outreach project working to raise HE aspirations amongst young males from lower socio-economic groups.

Co-location of the staff within the University helps to maximise the impact of the various projects and enhance synergy amongst teams working across widening participation within the Liverpool City Region. The sharing of best of best practice and developing highly effective communities of professional practice enables us to ensure that the impact of our respective work is maximised.

IntoUniversity North Liverpool

The IntoUniversity centre in Anfield opened in September 2017 and is a unique and flagship collaboration between the University, Liverpool Football Club Foundation and the educational charity group IntoUniversity. This partnership represents a long term and significant financial investment in one of the most deprived areas of the country.

The centre provides a positive higher education presence in the community, and a range of programmes for young people aged 7-18. The partnership provides a space for children from the local area to come together for academic support sessions delivered by graduate staff and student volunteers, aiming to improve academic performance, build soft skills and develop a positive attitude to learning. Local demographics and the nature of the partnership mean this opportunity will particularly appeal to white males from socio-economically disadvantaged backgrounds, an identified priority group, building capacity, aspirations and enthusiasm from a young age.

Advancing Access

The University of Liverpool is a funding partner in Advancing Access, a national collaboration of 24 selective universities working together with schools and colleges to develop and deliver CPD for teachers and advisers that supports student progression to selective universities and courses. Advancing Access has a particular focus on schools with low levels of progression to such universities. The majority of CPD events and resources are delivered online to allow easy access for all schools, regardless of their location.

National Education Opportunities Network (NEON)

NEON is the professional organisation for access to HE in England and in 2018-19, it will be providing opportunities for professional development and collaboration in the Government key priority areas of Black and Minority Ethnic (BME) learners, supporting those with disabilities, enabling greater progression for white disadvantaged males, as well as ensuring improvements in the evaluation of access to higher education work. Membership of NEON allows the University of Liverpool to improve the quality and range of its access work by being part of a collaborative national community of practice.

Higher Education Access Tracker (HEAT)

The University of Liverpool is a member of the HEAT service which assists Higher Education Institutions in England to target, monitor and evaluate their outreach activity. We record data about outreach and participants on the HEAT database and subsequent longitudinal tracking system which matches records on individual outreach participants to administrative datasets spanning Key Stage 3 data through to postgraduate study and employment. Tracking reports received from HEAT help the University to better understand the relationship between outreach provision and the attainment and progression of disadvantaged young people and take an evidence based approach to planning outreach delivery. Although the progression data we have received is currently limited due to the necessary lag time of students moving through the educational system, the results have been encouraging with 89% of students achieving 5x A*-C (including Maths and English), compared to 50% of their peer group. This data will naturally deepen the longer the University is a member, and can be used for informed resource allocation and efficient project planning.

On-going strategic projects

Fair Admissions and Contextual Data

Following an initial pilot year during the 2015 entry cycle, the University has embedded the use of contextual data using an automated process which identifies the Widening Participation cohort using a series of agreed indicators. Initially, the pilot sample included only applicants aged 18 from England. However, with the introduction of additional datasets for the devolved administrations, we are now able to identify widening participation candidates from across the UK.

Applicants are identified as belonging to the widening participation cohort as their applications are received from UCAS, and an indicator is set on our student records database. This indicator allows us to prioritise widening participation candidates when considering near-miss applications at confirmation. Contextual data also continues to be used to prioritise unsuccessful applicants for Year One entry who are referred to the Foundation science and engineering programmes at Carmel College.

Our work in the area of contextual data is ongoing, and research continues to examine how such data can practically be incorporated into the admissions process. We are also working closely with OfS and previously OFFA on providing evidence to inform national admissions practice via our involvement in action research projects on our use of contextual admissions.

Study Abroad Opportunities

Study Abroad can play a hugely transformative role in a student's life, with proven benefits in relation to employability and academic attainment, yet the majority of students who participate are likely to be from more advantaged backgrounds.

There is a correlation between outward mobility and improved academic and employment outcomes. Graduates who were mobile during their degree were less likely to be unemployed (3.7% compared to 4.9%), and more likely to have earned a first class or upper second class degree (80.1% compared to 73.6%) and be in further study (15% compared to 14%). Those in work were more likely to be in a graduate level job (76.4% compared to 69.9%) and earn 5% more than their non-mobile peers.

The difference in outcomes between mobile and non-mobile students is particularly pronounced for disadvantaged and black and minority ethnic students, who are under-represented in mobility. On average, graduates from more disadvantaged backgrounds who were mobile during their degree programme earned 6.1% higher earnings than those whose mobility was restricted. Similarly, mobile graduates from this group who were in employment were more likely to be in a graduate level job than their non-mobile peers (80.2% compared to 74.7%). Black graduates who were mobile were 41% less likely to be unemployed than non-mobile peers (4.6% compared to 7.8%). Asian graduates who were mobile earned on average 8% more and were 42% less likely to be unemployed than their non-mobile peers (7.7% compared to 4.5%).

Source: [Gone International – Mobility Works](#)

The vision of our 2026 Education Strategy is to produce 'creative and culturally rich graduates'. Our supporting aspiration is for 10% of our undergraduate students to undertake international experiences by 2021 and 15% by 2026. Within this goal we recognise that students from Widening Participation backgrounds – those with the most to gain through taking part in Study Abroad – are the least likely to participate.

To support our WP cohort in accessing international opportunities, we are making dedicated financial provision available through the Liverpool Award Fund. Whilst every student undertaking study abroad receives a grant from the University – varying from £300 to £800 depending on destination, students with a household income of less than £35,001 receive an additional £250. We also receive a range of significant donations from alumni and other benefactors to support study abroad activity all of which is ring-fenced to students from lower-income households. Shorter placements abroad are often more accessible to students from lower income backgrounds, as they are more likely to have part time jobs and/or family responsibilities that restrict their opportunity to spend a longer period of time abroad. We are working hard to develop shorter study abroad placements, having ring-fenced over 50 places on summer schools this year solely to students in receipt of the Liverpool Bursary, as well as opportunities with our summer school projects in our campuses in China and London.

Go Higher

The Go Higher Diploma prepares mature students, often a long-time out of formal education and with few or any qualifications, for entry to a range of undergraduate degrees in the arts, humanities and social sciences. The cohort is characterised by a very wide ability range including students with English as a second language (including some asylum seekers) and others with disabilities and mental health problems which have prevented them from succeeding in the past.

The programme is one-year, part-time with one day a week on campus and guided home study. Teaching is therefore structured to promote inclusion for mature students who may be managing family and work commitments. Unlike other access/foundation programmes, Go Higher does not require GCSE maths or English for entry as mature students, especially those from backgrounds with little history of participation in higher education, are unlikely to possess these.

Since 2012/13, 455 students have registered on Go Higher and most students who complete progress to Year One with us (average 62%), or at other universities (average 12%). Since 2016, 21 have gone on to PG study at Liverpool alone.

This programme will continue to be developed in response to changing student needs throughout 2019-20 and beyond, to best support the success and progression of our students.

Disrupted Education

We continue to build on previous success in the support of care leavers, Looked-After Children, Young Carers and Estranged students under the umbrella of 'Disrupted Education'. We offer a bespoke pathway of support for each individual via continuous engagements and have developed tailored communications for Care Experienced students and enhanced the way that learners who have spent time in care are supported during the application process and in their progression to the University.

On receipt of their application care leavers are contacted to highlight the support available from the University and to provide applicants with the opportunity to give context to their application by adding a statement that will be considered alongside academic qualifications. Admissions staff liaise with Academic Admissions Tutors as appropriate to take account of personal circumstances during the admissions process and when results are received. Applicants who receive an offer are able to access financial support to attend a post-offer Discovery Day to visit the University or to attend an interview and we will use this opportunity to remind applicants of the support available to them and to signpost the Care Leavers' Opportunity Bursary. Care leavers are also automatically given a WP flag as part of our work on contextual data, helping to ensure that they are given appropriate consideration during the admissions process.

To support attainment, care experienced applicants within the Merseyside area are also given the opportunity to receive one-to-one academic mentoring from trained undergraduate mentors. This mentoring aims to develop confidence and ability in preparation for the summer exams and support students to achieve the academic requirements of their conditional offers.

To ensure that care leavers have a smooth transition into their student accommodation they are prioritised with regards to accommodation allocations, ensuring that all care leaver applicants are given their preferred choice of accommodation.

Care leavers are not asked to pay a deposit for their accommodation until their student financial funding has been received. Teams will also continue to work with Local Authorities across the country to ensure that all care leaver applicants are fully aware of the additional entitlements available to them. This includes obtaining the required evidence of time spent in Local Authority care which ensures applicants are allocated the care leaver bursary within the first semester of their studies.

In 2015/16 there was a 15.1% conversion rate from application to acceptance for care leavers compared to approximately 14.65% for Home/EU students for the University as a whole.

To increase progression to postgraduate study for care leavers, the University has introduced the Care Experienced Students' Postgraduate Taught Bursary.

We have recently committed to the *Stand Alone Pledge* which is a commitment to support Estranged Students into Higher Education. The Widening Participation team will work with the local community, regional and national charities and schools/colleges to identify and engage with young people who are estranged from family. Once these young people have been identified, they will be able to access all of the support available within the Disruptive Education project.

Liverpool Scholars Programme

This flagship programme aims to support students from traditionally under-represented backgrounds with entry to the University of Liverpool and the wider higher education sector. The programme consists of a range of academic activities, including skills workshops, lectures and seminars designed to help prepare students for university life. Feedback suggests that the programme is highly effective in terms of building students' confidence and enhancing their UCAS application. In addition, for those students who complete the programme, Scholars provides:

- A guaranteed conditional offer of a place at the University of Liverpool (this offer is reduced by up to the equivalent of two A-level grades);
- A non-repayable financial bursary to help towards tuition fees and living expenses.

An enhanced focus on the transition, completion and employment rates for those undergraduate students who have entered the University of Liverpool via the Liverpool Scholars programme remains a continuing key initiative into 2019-20.

This outreach activity now forms the 'Liverpool case study' in the impact evaluation that was initiated by OFFA. The methodology being developed for the evaluation comprises three elements:

- A practitioner Scholars Review workshop held in the early spring. At this workshop the experience and outcomes of the Scholars programme over the previous year will be reviewed and discussed in depth. Reflections will be conducted regarding the strengths and weaknesses of the programme and decisions made about the evaluation focus needed to improve its student experience and professional practice aspects, as well as its overall design. The insights from this workshop will be used to inform the design of a survey sent to students who have come from the Scholars programme;

- A Scholars Student Survey will be run towards the end of the summer semester and aims to capture the reflections of Year One undergraduate students who have come through the Scholars route, exploring the difference that being a part of the programme made to them in their efforts towards attaining a place of study at the University;
- A 'Student Outcomes Analysis' will be conducted in the autumn of each year as the full annual data set of the previous academic cycle become available. Student attainment and retention will be compared to non-Scholars undergraduates. This 'outcomes analysis' will be used to inform the next Scholars Review.

The evaluation cycle established by these three constituent elements will improve the depth and purposefulness of the insights achieved, and will lead to year-on-year improvements in the overall effectiveness of the Scholars programme.

The standard tool provided by OFFA for the evaluation of the effectiveness of financial support (principally bursaries at two thresholds of eligibility) is being used by the University, comprising two elements:

- Quantitative analysis of student outcomes - conducted for a range of widening participation and equalities characteristics;
- A survey of students meeting the two eligibility thresholds. A survey of students whose family incomes lie just above the highest eligibility threshold is also included in order to provide a fair comparison group.

The following outcomes comprise the current focus of this continuous evaluation and link in to the student lifecycle approach:

- Retention into Year Two, Completion, Attainment, and DLHE 'successful outcome'.

For the current academic year, both of these constituent elements have been completed and, the data captured will soon be analysed to produce meaningful insight for professional practice and institutional policy development. This will also establish baseline data against which outcomes and experiential data for subsequent years can be compared. In this way, changes to the design and structure of financial support can be evaluated for their effectiveness for students.

As a wider evaluation of this activity, our last QAA Higher Education Review reported: "The University has a strong track record in widening participation. The Liverpool Scholars programme offers prospective students a range of activities and a dedicated tutor to support them. The commitment to widening participation has a strong emphasis on its longstanding relationship with the local area, and extends to various underrepresented groups, including mature and part-time students. A focus on improving retention of mature students is being facilitated through the Go Higher programme".

The methodology will be improved in a year-on-year evaluation cycle. New elements will be included such as a survey of students who have left the University without completing their course of study, and analysis of the destinations of students who graduated after having received financial support.

Ambition and Strategy Summary

In summary, the strategic ambitions aim to address the areas of development identified in the assessment of current performance.

In future, this will include evaluation of this Access and Participation Plan, ensuring it is fit for purpose and address the current needs of students as identified by our ongoing performance review, including :

- Utilisation of the OFFA student financial support evaluation tool as a central part of our overall evaluation methodology;
- Creation of an evaluation toolkit for WP work, including attainment and progression gaps analysis;
- Development of evaluation tools based upon the Kirkpatrick Framework for a range of outreach WP activities;
- Pilot quantitative analysis of the performance of BTEC students on University programmes;
- Research on the benefits of using contextual admissions data for access groups;
- The establishment of effective links to practice and policy, thereby 'closing-the-loop' to achieve change;
- Strategic development of opportunities created by learning analytics tools;
- Institutional assessments of the effectiveness of support for priority WP groups;
- Multiple equality characteristics analysis (and other multi-variate analysis for access groups) of student success and destination for improved targeting.

The evaluation of widening participation and student support is moving forward with a strategic analysis of evidence-based professional practice and policy development. Evaluation will become incorporated into the normal academic and professional work cycles which underpin fair access and student support.

The following section will address activities and support measures to be undertaken in 2019-20 in response to the challenges and ambitions identified above.

3. Access, Student Success and Progression Measures

Access

The University of Liverpool has an excellent and long-standing track record in Access and Outreach work. Our carefully targeted and progressive work covers a wide range of target groups, from Primary school pupils through to mature students.

Targeted groups include those living in low participation neighbourhoods, attending schools located in areas identified as within the Index of Multiple Deprivation and with a high percentage of students on free school meals, students with parents/carers who have no experience of university study and those who may have a disability, or from specific ethnic minority backgrounds and gender under-representation in specific programme areas. Our departments work closely together to achieve these outcomes.

Our work in the area of contextual data is ongoing, and PhD research continues to be undertaken to examine how contextual data can practically be incorporated into the admissions process.

Priorities

- Progression from our pre-16 activity onto the Liverpool Scholars programme;
- Gender balance within outreach programmes;
- Providing opportunities for young people from the care system and those young adults with caring responsibilities;
- Work with targeted groups of learners who are under-represented in HE with particular focus on BME groups, disabled learners and young adult carers;
- Tracking the educational attainment and progress of participants within outreach activities via the HEAT and support improvements in school attainment by placing our staff in school governance roles through our School Governor initiative;
- Ensure priorities complement the work of the HEFCE-funded Merseyside Collaborative Outreach Programme 'Shaping Futures';
- Where possible, raise educational attainment of students in partner schools, to improve chances of progression and success
- Long-term approaches to our work with partner schools and associate colleges including Carmel, Birkenhead Sixth Form and Wirral Metropolitan;
- Embed diversity and equality consideration within all outreach activities;
- Raise aspirations and awareness of higher education in general, alongside the University of Liverpool
- Support schools and disadvantaged pupils by working with the Tutor Trust, which provides schools with first class academic tutors from our student community.

Some of the current projects are detailed below and these, along with new targeted approaches will be developed and driven forward through 2019-20 and beyond.

Progression Curriculum

We have seen the positive impact in the community and on our students by engaging with young people from disadvantaged backgrounds from a young age. The University works extensively with the range of feeder primary schools through to our partner secondary schools in order to provide early awareness-raising programmes, summer schools and GCSE mentoring with a view to raising attainment and educational performance within our partner schools. This 'progression curriculum' approach ensures reinforcement of key HE messages throughout the whole student journey. This work will continue to be developed as part of the delivery of our strategic aims and demonstrates our continued commitment to long term activities.

Academic Support and Mentoring

We will continue to work in partnership with local schools and colleges to raise attainment via extensive mentoring and academic support to our partner schools. This currently focuses on students in Year 9-11 and is predominantly delivered by undergraduate and postgraduate students in appropriate degree programmes. We also offer similar evening mentoring sessions for Liverpool Supplementary Schools,

Saturday sessions for Key Stage 3-4 young people who have been in care, as well as GCSE-revision classes at the University for students from the local Yemeni and Somali community (the award-winning Fast Trackers programme).

Tutor Trust

In 2017 we launched our partnership with the Tutor Trust in Liverpool, in support of Mayor Joe Anderson's 'Liverpool Promise' initiative. In November 2017, we started recruiting and training our first 66 student tutors from the University of Liverpool and these student tutors have started working in Liverpool schools helping improve attainment in maths and science.

Tutor Trust is an award-winning education charity, created in Manchester in 2011 and works with universities to provide schools with talented student tutors to support basic skills. The Tutor Trust aims to 'democratise tuition' and tackle educational inequality, working with disadvantaged pupils and looked after children by supplying schools with first class academic tutors in the core subjects of English, maths and science.

The student tutors provide a talented extra resource for busy teachers who want to provide an extra, high-quality intervention for targeted groups of pupils. The student tutors are carefully recruited, receive full training and are paid for their work.

This is part of a long-term commitment by us to support improving the educational outcomes of some of the most disadvantaged pupils in the city and we aim to be a valuable partner to school leaders, teachers, pupils, parents, carers and all those committed to helping every child achieve their potential. And of course, we also hope to serve neighbouring communities in the Merseyside Metro area.

This flagship programme combines dual benefit by supporting school and pupil attainment as well as providing valuable paid work experience for students many of whom are drawn from the local communities they now serve.

Access to the Professions

In accordance with OfS guidance and recognising the benefits of long-term engagement with students, the WP Team will continue to deliver several multi-year projects promoting access to aspirational professions including, but not limited to:

Medicine: Merseyside Young Medics	A three year programme aimed at groups of students from partner schools Highlights and promotes careers in medicine and health - a subject area in which students from disadvantaged groups are typically under-represented Hands-on workshops and career focused lectures delivered by the School of Medicine and current medical students at the University.
Law: Pathways to Law	Established in 2006 by The Sutton Trust and The Legal Education Foundation Following research by the Trust which showed that the top echelons of the profession were drawn from a narrow range of social backgrounds – and law firms were not making full use of the talents of students from non-privileged homes Inspires and supports academically-able students in Years 10 to 13 from non-privileged backgrounds interested in a career in law. Gives local students the opportunity to access on-campus workshops, residentials, a national conference and legal work experience, while working closely with University staff and PhD students.

These will continue into 2019-20 and beyond, with evaluation and review ensuring the programmes meet the needs of targeted students.

Realising Opportunities

The University of Liverpool is a member of Realising Opportunities (RO), a unique collaborative partnership of research intensive universities developing and delivering a national fair access scheme which promotes social and geographic mobility for able students from under-represented groups.

Participating universities have committed future funds to ensure the on-going delivery of RO to 31 July 2022. For 2019 - 2020 this will be a maximum of £38,000 per partner.

UCAS analysis shows evidence of elevated application and offer rates for RO students for 2017 entry to HE. HEAT analysis for students entering HE between 2011 – 2015 indicates that higher numbers of RO students are entering both HE generally and research intensive universities (RIUs) than comparator groups. RO increases the number of students it works with annually and since 2014 has seen the number of students progressing to RIUs increasing both as a percentage of the cohorts and as a real number of students (65 more students progressed to RIUs in 2016 than 2015; 85 more in 2017 than 2016. 264 more RO students entered RIUs in 2017 compared to the first RO group in 2011).

The RO Programme aims to prepare students for successful transition to higher education. In July 2017, HESA data provided by HEAT data showed that 77% of students received a First or 2:1 compared to 66% of all students nationally, including those from the most advantaged backgrounds. 94% of RO students who graduated in 2014/2015 were in work or study six months after graduation, compared to 90% for all leavers from all UK HEIs.

Mature Students

The University of Liverpool attracts a high number of mature learners when compared to other Russell Group institutions, but in comparison with local universities, the proportion of mature learners is lower and we wish to ensure we are more representative of our community and responsive to their needs. To improve our performance in this area we have set up a Mature Students Working Group and developed a mature student action plan. Key actions include:

- Increasing marketing and access for mature students, including Access to HE (Year 0) programmes in medicine, dentistry, veterinary sciences and health sciences;
- Ensuring the learning and pastoral needs of adult learners are adequately met;
- Promoting evidence-based practice in adult learner provision across the student lifecycle.

We have further clarified and strengthened our offer for mature students through a more coherent approach to the provision of information about the different pathways available to students with non-traditional qualifications.

Success

Overall, the University has a strong track record on student success (retention) and we exceed our benchmark for our overall non-continuation rate. Our rate of retention for mature students has improved, although we will continue to monitor the non-continuation rate for this group. We are aware that, although we exceed our benchmarks in all but one area, our non-continuation rates increased marginally in 2015-16. We will analyse our data to understand the reasons for this and will hope to see the impact of our student success and retention activities.

Embedding Student Success in Our Strategy

Our specific and targeted interventions to support the Success and Progression of WP students are situated within our broader framework for teaching and learning and are contained within our overarching Education Strategy. This helps to set clear expectations about the learning and teaching experience that we want for all our students and in turn enables us to focus on identifying where additional support needs might be required.

Our Education vision for all students is to 'integrate teaching and research to ensure that we derive the maximum benefit from our rich environment of intellectual enquiry and challenge' in order to 'support students to become creative and culturally rich graduates, with the capacity to find employment that will enable them to be agents for change in a connected world'.

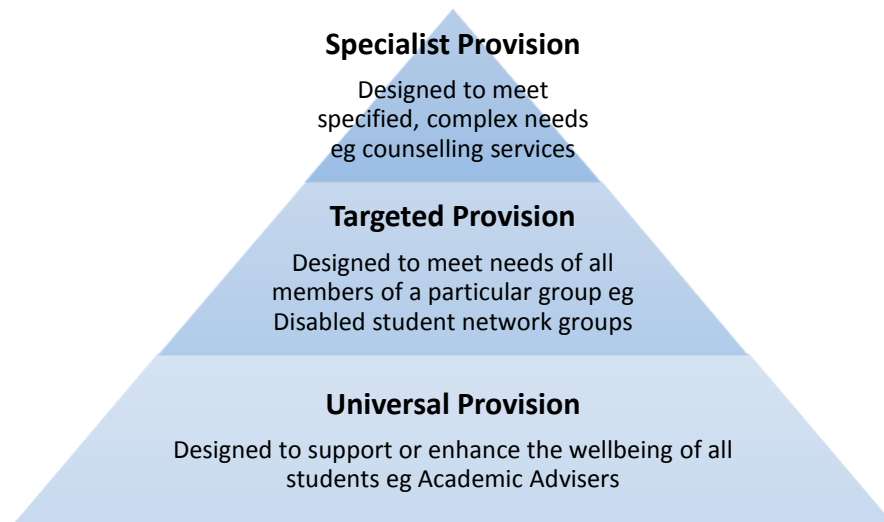
Our WP strategy addresses not only fair access, but also student success. Our research-connected curricula and co-/extra-curricular opportunities ensure that all our students, whatever their background, benefit from a rich environment of intellectual enquiry and become highly employable. Using effective

cohort tracking we have identified local barriers to success and initiated timely interventions. For example, a review in 2015 showed that in some subjects our students with BTEC qualifications (the majority of whom are from WP backgrounds) were 78% less likely to attain 50% or more in their first year when compared with their A level counterparts. Consequently, a University Transition, Success and Progression Group was created to develop the support required for entrants with BTECs and Non-Traditional Qualifications (NTQs). This Group works with departments to develop local programmes of support and evaluate their impact.

Student Support

We provide support for all students, with particular focus for those more vulnerable groups such as disabled students, those from BME groups and care leavers. The Wellbeing Framework sets out how we will meet our ambition to support and promote the wellbeing of staff and students in their research, work and study. The framework identifies four key priorities: Healthy Lifestyles; Mental Health; Supporting Key Transitions and Supporting Diverse Cultures and Communities. The Wellbeing Board is responsible for the implementation of the Framework and the associated action plan.

Holistic Model of Provision for the Wellbeing Framework, Aligned to the 'Healthy Universities' Framework:



Our determination to secure positive outcomes for all students shapes our policy and practice in support of various under-represented groups, including mature students, students with disabilities, and students with mental-health issues, plus those on programmes in disciplines/professions known to be associated with poor wellbeing.

As an example of this in practice, our Vet Peer Support Scheme was established in 2009 in response to the nationally high levels of suicide among vets. Each year, to supplement a dedicated counsellor at our Veterinary Science campus, some 40 peer supporters undertake 30 hours of counselling skills training and attend supervision sessions with a qualified counsellor. Peer supporters are available to all Veterinary Science students. Peter Jones, British Veterinary Association Past President, who attended a 2014 conference organised by the peer supporters said: "I found your conference amongst the most rewarding meetings I've been to since being a member of the officer team at BVA. I will certainly be following up on the commitments I made to encourage peer support at all the vet schools and to explore how we might take this forward as a scheme for young new graduates working with our vet network."

Following the withdrawal of DSA support we now fund assistive technologies and transcribing services for disabled students. The recently re-branded Student Welfare Advice and Guidance has also relocated to new central premises to raise the understanding, profile and use of these services.

Our 2019-20 plans aim to build on this and the success of our TEF core metric for Continuation (96.2%), which is within the top 10% of absolute values and among those traditionally vulnerable student groups from disadvantaged backgrounds we also have a double positive flag among mature students (96.8% against a benchmark of 95.3%).

Mental Health First Aid

As the number and complexity of mental-health issues presented by students has grown, we have built up institution-wide capacity to provide a consistent response, e.g. via a new compulsory staff e-learning module on mental wellbeing. We run mental-health first-aid training for staff and have been working with Mental Health First Aid England to develop a training package specifically for HE. The Counselling Service also offers individual counselling, as well as support via our self-help hub, including podcasts, online cognitive behavioural therapy modules, and access to the 'Big White Wall', an anonymous moderated online community which allows students to access online support 24 hours a day.

We proactively use research to inform practice, and have collaborated with academics in Psychology on a study forthcoming in the Journal of Mental Health which investigates the variables impacting on student mental health. Social isolation was found to be the strongest predictor of mental distress and assessment stress was the most important academic predictor, while strong identification with university friendship groups was protective against mental distress. This highlights the importance of students developing social groups, and we facilitate this in several ways: advisors in student residences organise social activities on different scales, allowing less-confident students to mix with others in a structured environment; and our varied halls activity programme, together with the Guild's 'Give it a Go' programme, encourages students to meet each other and try out a new activity before committing to joining a society. Plans for 2019-20 will develop support in these areas further.

Peer Mentoring

The University is currently reviewing its peer mentoring provision, with a view to building on existing generic provision to offer targeted mentoring schemes for specific disadvantaged groups. As such, we are shifting our approach by developing more tailored and targeted interventions aimed at improving the retention and success of identified groups of students. We will continue to offer peer mentoring to first year undergraduate students, but will concentrate our enhancement efforts on developing more nuanced, bespoke provision for Widening Participation students.

Disability Support

Our Policy on Reasonable Adjustments and Support for Disabled Students clearly articulates the support which is available to disabled students. We are building on established working practices to articulate inclusive approaches to teaching and learning and agreed anticipatory adjustments which can be delivered on all programmes. Anticipatory adjustments are agreed on an annual basis by Heads of School to ensure that there is a consistent approach across the University. This enables us to continue to provide clear information to disabled applicants about approaches and adjustments which they can expect at the University. For example, the roll-out of lecture capture across the Institution has particular benefits for disabled students who experience barriers with note-taking. Individual reasonable adjustments are also offered on an as-needed basis.

Success for Students with Non-traditional Qualifications

We are currently developing a system of support during transition and Year One for students who enter the University with non-traditional qualifications. Our initial data analysis indicated a discrepancy between achieving 50% or more at the end of Year One for students entering university with non-traditional qualifications compared to those with A-Levels. The following projects are underway across the institution to reduce this attainment gap:

- The School of Life Sciences - supporting BTEC and Access students. These students have been offered support sessions to familiarise them with university culture, academic processes and exam format as well as seminars on specific topics not covered in the BTEC curriculum;
- The Department of Media and Communications - study skills have been embedded into induction activities using the “skills4study” package, and students are encouraged to identify and address their learning needs in conjunction with an Academic Advisor;
- Electronics and Electrical Engineering (EEE) - few BTEC students were progressing on to Year Two, with maths modules being the greatest stumbling block. BTEC and Access Students will continue to be taught in a smaller separate group to their peers with A levels, and whilst the learning outcomes of the module are the same for both groups, the BTEC student group receive more intensive small group support and commence at a lower level;
-
- The Management School - interventions to aid success going forward include help sessions for exams, maths and statistics, revision of the academic advisor system, early skills assessments and encouraging BTEC students to undertake a year in industry as part of their degree programme.

Working with the Guild of Students

Continued close collaboration with Liverpool Guild of Students will result in an enhanced range of outreach activity, plus a greater understanding by pupils of the function and purpose of the Guild of Students. Through the various volunteering programmes run by the Guild (Green Schools, Societies in Schools, and Science in Schools) we are able to target jointly, share good practice and deliver Widening Participation work most effectively. Access and Participation Plan targets include the outreach carried out in the Guild and we target schools institutionally so that we build relationships holistically. Guild opportunities are signposted to our partner schools to allow a strengthened relationship to develop and in 2016-17 Guild societies engaged over 1,000 local Widening Participation students.

The Guild plays an active role in the construction of the University’s Access and Participation Plan, offers free room usage for Widening Participation activities and is a driver for Widening Participation in the University.

Alumni Support for Widening Participation

The Development and Alumni Relations team makes a significant contribution to the University’s WP agenda via the full funding of IntoUniversity North Liverpool, which is supported via philanthropy. In addition to this, philanthropic income sourced by the Development and Alumni Relations team has supported students who are first in their family to attend university and are high achieving AAA students.

Our global alumni community will continue to be involved in University life providing support, encouraging and motivating WP students on a range of subjects and careers. WP students have also been given first access as a student body to ‘Liverpool Connect,’ an online alumni community where they can access a mentor and participate in e-networking opportunities. To date a quarter of all students registered for Liverpool Connect are from a widening participation background.

If our ambitions and measures for access and student success are met, the foundations for progression should be supported, ensuring that our students achieve their greatest potential.

KnowHow and Writing@Liverpool

In the last three years, a strategic and sustained investment in our learning support provision, KnowHow, has been central to the success of our students. KnowHow combines face-to-face support with online self-help resources. In collaboration with our Counselling Service, the Centre uniquely combines academic and digital skills development (research skills, academic writing, exam preparation, and critical thinking) with student wellbeing (managing stress, mindfulness, positive anxiety) and employability (time management, organisation, communication, and digital literacy). In the academic area, it complements discipline-specific resources provided in departments, as well as in-session academic English help provided by the English Language Centre.

In Writing@Liverpool, part of our KnowHow provision, Postgraduate Researchers are trained to deliver workshops and one-to-one writing tutorials and produce digital resources to help undergraduate students with study skills, especially academic writing and digital literacy. One-to-one tutorials ensure students' personal learning needs are addressed, while workshops provide support with transition into HE. The number of KnowHow workshops delivered annually has doubled and they are overwhelmingly appreciated by students, with 97% indicating that they would recommend them to other students, and 100% saying that their workshop learning will help with their studies. 'Tips from our tutors' videos had over 2000 viewings in autumn 2017. The success of this institutional support system is evidenced by our outstanding Continuation metric and the proportion of good degrees awarded.

Progression

Through analysis of the progression rates for our students, both in terms of progression to further study and into graduate employment, we have seen employability levels rise. Progression to graduate level employment is still, however, an area for further improvement, linked to the TEF core metrics as identified in our analysis of performance as part of this plan. Priorities below will build on our Education vision for all students, to 'support students to become creative and culturally rich graduates, with the capacity to find employment that will enable them to be agents for change in a connected world'.

Graduate Employability

The University achieves high levels of graduate employment and study, as demonstrated by our most recent TEF metrics:

- 94.8% of our UK domiciled first-degree graduates were either employed or enrolled on further study and training courses within six months of graduation (benchmark: 94.9%)
- For BME groups: 93.9% against a benchmark of 94.0%
- For those from low participation neighbourhoods: 94.4%, on benchmark
- For mature entrants (aged 21 years or over on entry): 94.9%; benchmark 95.2%
- For students with a declared disability: 92.7%; benchmark 92.8%
- For males: 92.5%; benchmark 93.3%

Looking at the data from the other DLHE metric used in TEF, i.e. the percentage of graduates in highly skilled employment as defined as any occupation within categories 1-3 of the Standard Occupational Classification. In 2015-16, 77.7% of UK domiciled first-degree graduates were in further study or highly skilled employment within six months after graduation. This figure stood at 82.5% for those from ethnic minority backgrounds, 75.4% for those from low participation neighbourhoods, 77.8% for mature entrants (aged 21 years or over on entry) and 77.0% for students with a declared disability. For male first-degree graduates, 75.2% were in highly skilled employment compared to 79.7% of female graduates – this is the widest this gap has been for the last five years and suggests a growing gender differentiation in early graduate career destinations.

Enhancing student employability is a key theme in the University's Strategy 2026. The University is currently delivering a transformational change project around employability. Plans for 2019-20 develop current priorities within this area and include, but are not limited to the following initiatives.

Employability Bursary

The Employability Support Award is currently targeted to disabled students, young carers, care leavers and students in receipt of any other University of Liverpool bursary. This offers the opportunity for students to apply for up to £500 to help with travel or the accommodation costs of undertaking a work experience opportunity they have found, or other activity which they intend to pursue, to enhance their employability. In 2016-17 54 students received the award for a whole range of employability related activities. These included a contribution to the cost of a student taking part in an all-female leadership course with an expedition in Antarctica and travel expenses for internship programmes across the country. New data from this year's DLHE collection available May 2018 relating to the progression of these students will inform future plans in this area.

UpReach Programme

UpReach is a programme of employability support for a cohort of students from under-represented groups. Students are recruited at the start of the first year and the package of employability support follows them throughout their student journey. Students will benefit from fast tracked recruitment with UpReach partner employers including Deloitte, Bank of America Merrill Lynch, Civil Service Fast Stream, employability workshops, and exclusive access to employer events as well as opportunities to meet other students from similar backgrounds who can share their experiences. Cohort 1, recruited in the pilot year will graduate in 2018. 71% of this cohort have completed internships with employers including HSBC, Grant Thornton and the Civil Service and 43% have already secured graduate level employment. There are currently 32 students involved in the scheme.

Liverpool Potential Internships

To enhance the employability prospects of students from local WP backgrounds, particularly those who commute to the University from within the Liverpool City Region, we have developed an initiative designed to provide targeted support for local 'commuter students'. Research suggests that commuter students

experience numerous barriers in higher education and often miss out on wider socio-cultural aspects of university life.

The Liverpool Potential Internships programme enables 25 students to undertake an eight-week internship within the University. The internship centres around the production of a set of recommendations on how to integrate local commuter students with the wider university community. Suggested activities focus on:

- Establishing a new society to empower local students and support them in recognising their role to play at the University of Liverpool
- Creating Liverpool essential guides, webpages and social media strategies to promote local activity and know how to students new to the city
- Exploring a buddy system pairing local students to international students
- Acting as remote Liverpool Champions at open day events going out into their local communities to promote the university.

Supporting Local and Student Employability

Alongside numerous employability-focused initiatives aimed at our undergraduates we have developed a number of training and work-based pathways within the University for younger students who lack traditional qualifications. Students aged 14-17 can enter into short-term work experience placements based at the University which can in turn lead to certified pre-apprenticeships. These pre-apprenticeships are prioritised for those students falling into the category of Not in Employment, Education or Training (NEET). This group is a priority area for the Liverpool city region thus Human Resources colleagues work collaboratively with a local housing trust, charity and a local college to develop the provision and target learners appropriately.

Student Development

The University of Liverpool Student Advocate Scheme is successful in supporting outreach work with schools and colleges and with specific student groups from non-traditional backgrounds. We will be further expanding this scheme to include a programme of one-to-one shadowing with local students; e-mentoring for local students and first year students; mentoring programmes with groups such as the Wirral leaving care service and provision for looked after children; plus increased in-school and community based mentoring to assist the attainment of our target cohorts.

The Student Advocate scheme employs over 150 students from a wide variety of subject areas, stages in education and backgrounds. We will strive to ensure that our student advocate body is as diverse as possible and promote this opportunity to students who have come through WP programmes ensuring the target cohorts we work with are represented in the student advocate team.

We recognise the importance of developing the skills of students and we offer a comprehensive training and development programme. Examples include: Induction Training, Behavioural Management, Mental Health First Aid Training, First Aid, Safeguarding Training and Diversity and Equality. The Student Advocate Programme aims to support the student lifecycle by providing training and development opportunities throughout the student's time at university, contributing to the enhancement of the student experience, employability skills and support students to prepare for their future after they leave the University.

Kickstart Graduate Internship Programme

To provide WP students with added assistance entering the graduate job market, the University has devised a highly-effective programme of three-month internships, which are available to students from under-represented backgrounds during the crucial period directly after graduation. Kickstart internships are available to graduates in a range of professional occupations – both within local small and medium-sized enterprises and in the University itself. Of the 45 WP students who took part in this initiative this year – 49% had secured a permanent graduate level role by the end of the programme.

4. Investment

The University plans to maintain a substantial level of investment in all Widening Participation activities across; Access, Success and Progression at around £4.6 million in total. This long term and significant level of investment reflects the priority placed by the University on a range of initiatives designed to ensure that students from all social and economic backgrounds achieve their goals and aspirations – both during and after higher education.

For 2019-20, we intend to maintain the current high percentage of new fee income devoted to Widening Participation activities at around 30% - one of the highest levels of contribution a University can make. We will continue to focus on activities designed to achieve the ambitions within this plan, boosting student Access and Progression. We will significantly enhance our activities that support Progression, especially to further study and graduate employment for the most disadvantaged groups.

The University of Liverpool consistently recruits a significant proportion of students whose household income falls below £25,000. In recognition of this, the support packages we have developed are designed not only to attract students to the University but, crucially, to support them during their studies. In doing so, our funding directly aids retention and progression.

The University Hardship Fund (UHF) has been established to provide support for UK students who are experiencing financial hardship. Established to replace the Access to Learning Fund, the UHF forms part of the University's commitment to providing financial support to students to enable them to achieve their potential at the University. The UHF is administered by the Money Advice and Guidance Team which offers an advice service to students on financial matters.

Targeted Bursaries, Scholarships and Fee Discounts

As part of our substantial investment in our Widening Participation activities we will continue to provide generous financial support to students via targeted bursaries and scholarships. For students in 2019-20, with a household income of up to £25,000 will receive a £2,000 bursary*. Students whose household income falls between £25,000 and £35,000 will receive a bursary* of £750.

In addition to these bursaries for students from low income households we also offer the following bursaries for disadvantaged groups:

- **Care Leavers' Opportunity Bursary*** for UK students who have spent a minimum of 13 weeks in Local Authority care in the last 12 years and are under 28 years of age. Students receive £3,000 which can be taken as a cash bursary or as partial of a fee waiver
- **Scholars/Realising Opportunities*** for UK students who enter University of Liverpool as part of the programme. Students receive £2,000 per year which can be taken either as a cash award or part of a fee reduction
- **Estranged Student Bursary*** for UK students estranged from their parents or carers who successfully complete an application and attend an eligibility interview. Students receive £1,000 as a cash bursary or partial of a fee waiver
- **Young Adult Carer Bursary*** for UK students who are defined as young adult carers (aged 18-25 providing care for a dependent other than their own child) and in receipt of a carer's allowance. Students receive a £1,000 cash bursary or partial fee waiver
- **Mature Student Bursary*** for students entering the University aged over 25 years old and embarking on their first degree of study not in receipt of any other University financial award. Students will receive £1,000 as a cash bursary or partial fee waiver;
- **Care Experienced Bursary*** for UK students from a care background who progress from undergraduate to postgraduate taught programmes at the University of Liverpool. Students will receive £3,000 to be taken either as a cash bursary or partial fee waiver
- **Asylum Seekers Bursary*** available to two undergraduate students who have sought asylum in the UK and are embarking on their first degree of study. The bursary covers the cost of tuition and provides £3,000 as support for living costs for each year of study;
- **Employability Bursary*** of up to £500 to help with the costs of travel, accommodation or a work experience opportunity or other activity which they intend to pursue to enhance their student employability
- **Study Abroad Grant*** is available to every student undertaking study abroad, varying from £300 to £800, depending on destination; students with a household income of less than £35,001 receive an additional £250. We also receive a range of donations from alumni and other benefactors to support study abroad activity, all of which are ring-fenced to fund students from lower-income households to help them access study abroad opportunities.

To ensure that our student financial support remains impactful we are taking part in the OFFA research project to assess the impact our of student financial support package and we will look to evaluate our offer once the findings are known from this work. ***Please see the financial support pages of our website to check the latest bursaries and scholarship that are available as these could change.**

5. Provision of Information to Students

This plan will be published online, easily accessible to both current and prospective students. In addition, we are committed to providing relevant and timely information, including articulation of progression routes, to all prospective students. We evaluate the impact of communications to ensure they meet evolving student needs.

We use a range of feedback and evaluation from applicants to continuously develop and improve our communications. In particular, financial communications are produced to ensure that students fully understand financial arrangements and the range of financial packages and support currently available to them.

The University's Prospectus is used to signpost students to a dedicated area of our website which contains timely and detailed fees and finance information (www.liv.ac.uk/money).

Financial Information is shared using a range of digital media to reach a wider audience and increase our accessibility. This includes webinars (offered outside school/working hours and targeted at prospective students and their supporters), an online student finance calculator, emails that link in with National Student Money Week and the use of social media channels.

We pro-actively work with target schools and colleges to provide face to face advice, information and guidance on finance in higher education. In addition, finance workshops and presentations are offered as part of on-campus visits. Prospective students, offer holders and parents and supporters are also offered presentations on student finance and funding at the University-wide Open Days and subject-based Applicant Discovery Days. A number of the University's main presentations at Open Days, including the finance talk, also have a sign language interpreter available.

We have a dedicated resource committed to providing timely and accurate information to UCAS so that they can populate their course database in good time to inform applications. We maintain a good relationship with our regional SLC representative to ensure all staff are fully aware of the most up to date information.



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* 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.

We intend to increase fees by inflation for 2019-20 entrants in subsequent years of study

Full-time course type:	Additional information:	Course fee:
First degree		£9,250
First degree		£9,000
Foundation degree		*
Foundation year / Year 0		*
HNC / HND		*
CertHE / DipHE		*
Postgraduate ITT		*
Accelerated degree		*
Sandwich year		£1,850
Erasmus and overseas study years		£1,385
Other		*
Franchise full-time course type:	Additional information:	Course fee:
Foundation year / Year 0	Birkenhead Sixth Form Centre - 10000702	£5,140
Foundation year / Year 0	Carmel College - 10001201	£5,140
First degree		*
Foundation degree		*
HNC / HND		*
CertHE / DipHE		*
Postgraduate ITT		*
Accelerated degree		*
Sandwich year		*
Erasmus and overseas study years		*
Other		*
Part-time course type:	Additional information:	Course fee:
First degree		£6,935
Foundation degree		*
Foundation year / Year 0		*
HNC / HND		*
CertHE / DipHE		*
Postgraduate ITT		*
Accelerated degree		*
Sandwich year		*
Erasmus and overseas study years		*
Other		*

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

Reference number	Stage of the lifecycle (drop-down menu)	Main target type (drop-down menu)	Target type (drop-down menu)	Description (500 characters maximum)	Is this a collaborative target? (drop-down menu)	Baseline year (drop-down menu)	Baseline data	Yearly milestones (numeric where possible, however you may use text)					Commentary on your milestones/targets or textual description where numerical description is not appropriate (500 characters maximum)
								2018-19	2019-20	2020-21	2021-22	2022-23	
T16a_01	Access	Disabled	Other statistic - Disabled (please give details in the next column)	To increase the number of registrations from students with disabilities (full time, first degree entrants)	No	2014-15	7.7%	9.5%	10%	10.5%			
T16a_02	Access	Ethnicity	Other statistic - Ethnicity (please give details in the next column)	To increase the number of full time first degree entrants from ethnic minority groups	No	2014-15	14.3%	15.1%	15.4%	15.7%			
T16a_03	Access	Mature	HESA T2a - (Mature, full-time, first degree entrants)	To maintain Liverpool's performance relating to this benchmark	No	2014-15	15.2%	15.2%	15.2%	15.2%			To maintain our current proportion of mature students within a range of 14-17%
T16a_04	Access	State school	HESA T1a - State School (Young, full-time, first degree entrants)	To maintain Liverpool's performance relating to this benchmark	No	2013-14	87.7%	87.7%	87.7%	87.7%			To maintain our current proportion of state school students within a range of 86-89%
T16a_05	Access	Low participation neighbourhoods (LPN)	HESA T1a - Low participation neighbourhoods (POLAR3) (Young, full-time, first degree entrants)	To improve Liverpool's performance relating to this benchmark	No	2013-14	9.6%	10.4%	10.6%	10.8%			
T16a_06	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)	To improve Liverpool's performance relating to this benchmark	No	2013-14	5.0%	4.5% 2016-17	4.5% 2017-18	4.2% 2018-19			
T16a_07	Progression	Disabled	Other statistic - Progression to employment or further study (please give details in the next column)	To improve the employability outcomes of disabled undergraduate students at the University of Liverpool	No	2013-14	82.8%	84.5% 2016-17	84.5% 2017-18	85% 2018-19			relates to employment or further study 6 months after graduation
T16a_08	Access	Care-leavers	Other statistic - Care-leavers (please give details in the next column)	To increase the number of acceptees who have been in local authority care. Data relates to conversion from this cohort (offers to accept)	No	Other (please give details in Description column)	13%	18.5%	19%	19%			Baseline data relates to 2012-13

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	Socio-economic	Outreach / WP activity (other - please give details in the next column)	Increase proportion of Liverpool Scholars progressing onto HE	Yes	2013-14	70%	75%	75%	75%			
T16b_02	Access	Socio-economic	Outreach / WP activity (other - please give details in the next column)	Increase numbers of Liverpool Scholars progressing onto the University of Liverpool	No	2014-15	31	55	55	55			
T16b_03	Access	Socio-economic	Strategic partnerships (eg formal relationships with schools/colleges/employers)	Increase applications for entry to the University of Liverpool from Partner/Associate schools	No	2014-15	new target	n/a	n/a	n/a			Target discontinued
T16b_04	Other/Multiple stages	State school	Strategic partnerships (eg formal relationships with schools/colleges/employers)	Maintain network of Partner/Associate schools/colleges. Target relates to number of schools/colleges	No	2011-12	18	40	40	40			Maintain number of partner schools at 40
T16b_05	Access	Socio-economic	Outreach / WP activity (collaborative - please give details in the next column)	Realising Opportunities - collaborative target for % of RO participants to a research intensive university	Yes	Other (please give details in Description column)	new target	38%	n/a	n/a			Realising Opportunities Targets to be reviewed by the partnership in 2018 with recommendations and changes made at this point, allowing mature data from HEAT and other sources to be considered.
T16b_06	Access	Socio-economic	Outreach / WP activity (collaborative - please give details in the next column)	Realising Opportunities - collaborative target for % of RO participants reaching an RO partner university	Yes	Other (please give details in Description column)	new target	25%	n/a	n/a			Realising Opportunities Targets to be reviewed by the partnership in 2018 with recommendations and changes made at this point, allowing mature data from HEAT and other sources to be considered.
T16b_07	Access	Care-leavers	Outreach / WP activity (other - please give details in the next column)	Bespoke service of outreach activity for Looked After Children, Care leavers and other vulnerable students. Target relates to number of learners engaging	No	2013-14	6	80	90	100			Target group increased to include additional disadvantaged students. Numerical target increased to reflect this
T16b_08	Access	State school	Outreach / WP activity (other - please give details in the next column)	Number of pupils in primary schools who take part in 'Professor Fluffy' and related primary curriculum	No	2012-13	2482	3150	3150	3150			

T16b_09	Access	State school	Outreach / WP activity (other - please give details in the next column)	Delivery to primary and secondary schools using the Guild student volunteering model and curriculum delivery within UG modules	No	2012-13	12	35	35	35			
T16b_10	Access	State school	Outreach / WP activity (other - please give details in the next column)	Year 7-11 activities on campus and in Central Teaching Labs for local Partner/Associate and other WP schools	No	2011-12	1968	3500	3500	3500			
T16b_11	Multiple	Multiple	Operational targets	Number of students being mentored by alumni or employers , to support career development	No	2011-12	29	100	100	100			
T16b_12	Access	State school	Outreach / WP activity (summer schools)	Number of summer schools offered each year	No	2014-15	3	5	5	5			
T16b_13	Access	State school	Outreach / WP activity (other - please give details in the next column)	Year 7-11 activities off campus for local Partner/Associate and other WP schools. Target relates to number of young people	No	2014-15	2000	2150	2150	2150			
T16b_14	Access	Socio-economic	Outreach / WP activity (other - please give details in the next column)	Sustained programme for students to support access to professions	No	2015-16	50	60	65	70			
T16b_15	Multiple	Multiple	Operational targets	Academic departments which offer peer mentoring to first year UG students	No	2016-17	80%	100%	100%	100%			High quality targted peer mentoring.
T16b_16	Access	Attainment raising	Outreach / WP activity (other - please give details in the next column)	School students receiving academic mentoring from UG/PG students to improve GCSE attainment against expected results. Mentoring will be implemented into the programmes for multiple groups including Looked After Children, BME groups and school-identified students in our Partner schools. (Access Agreement section 4.4.3)Target relates to number of students.	No	2016-17	New target	50	55	60			Targeted high quality mentoring programme aiming to improve GCSE outcome for students. Targets will be kept under review in light of emerging evaluation of this new resource intensive activity. Outcome focussed targets will be developed in the coming period.
T16b_17	Multiple	State school	Strategic partnerships (eg formal relationships with schools/colleges/employers)	University staff acting as Governors in state Primary and Secondary Schools	No	2016-17	new target	26	28	30			We are targeting numbers of new governors rather than schools as school governor vacancies are hard to predict. We are working with two national charities on this new devlopment and it has VC level support