Access and Participation Plan
2020-21 to 2024-25

Introduction

The University of York is a research-intensive, high-tariff institution, founded on principles of excellence, equality and opportunity for all. As set out in the University Strategy 2014-20, the University's vision is to provide an environment that attracts the best staff and students from all over the world, where every individual feels valued and has a sense of belonging and community. We strive to provide an outstanding, valuable experience to students and support their cultural, social, academic and personal development. We have grown significantly in recent years, from a total of 11,419 students in 2006/07 to 18,218 as at 1st December 2018, of which 12,451 are Home Undergraduates.
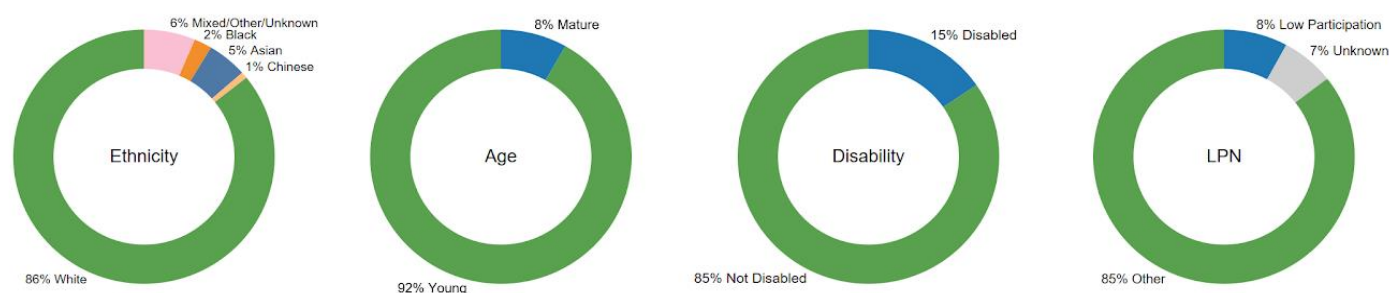

Figure 1 – University of York demographics 2018/19

York's targets for widening participation have previously been set with the aim of reducing the gaps in access between the most and least represented groups, non-continuation between the most and least represented groups, degree outcomes between white and black students and degree outcomes between disabled and non-disabled students. Although we have met or exceeded our previous milestones and targets, we want to change things faster around social mobility. We have recently made a number of strategic investments to strengthen our ability to understand our performance and dive much deeper into the data. We believe this will significantly enhance our ability to understand York's specific challenges and devise the right strategies to deliver on our ambitions.

Our previous assessments of performance have often referenced the Russell Group, as representative of the higher-tariff, more research-intensive institutions. This has enabled us to assess our performance relative to institutions which are responding to similar challenges, but we have always understood that the Russell Group is not necessarily the most relevant comparator group and that the size and traditions of some Russell Group universities can sometimes distort the figures. For example, some are very large "civic" universities and therefore draw on a different regional demographic, some have a strong tradition of recruitment from independent schools and therefore lower the mean for Low Participation Neighbourhood access.

We will continue to assess our performance against the sector as a whole as this has given us valuable insights and challenged some of our previous assessments. We will also use the Russell Group as a specific benchmark because we are keen to be a leading performer of this group in respect of access and participation. However, in this Plan we will ensure that the focus of our assessment of performance is specifically centred on our internal equality gaps and that our planned interventions are designed to directly address these.
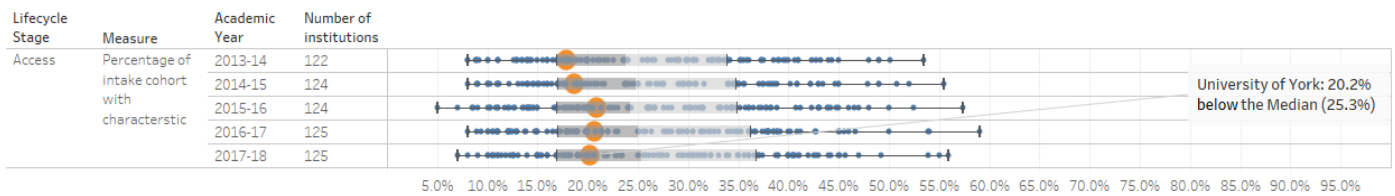
We consider this plan to be a "living document", which we fully expect to evolve as we move through the period 2020-2025, in light of our continually improving understanding. We have set ourselves challenging targets in a number of key areas but these will be refined and revisited over time as we better understand our position, our possibilities, our student body and our explained variances.

The assessment of performance below is based on analysis of the sectoral data provided by the OfS, internal analysis of factors impacting completion rates, results from the Teaching Excellence Framework, feedback from our students, subject-level internal data (to provide context) and local and national data on the general population.

1. Assessment of performance

1.1 Higher education participation, household income, or socioeconomic status

York absolute values compared with sector: Showing **All = POLAR4Q1_2**

Lifecycle Stage	Measure	Academic Year	Number of institutions		
Access	Percentage of intake cohort with characterstic	2013-14	122		
		2014-15	124		University of York: 20.2% below the Median (25.3%)
		2015-16	124		
		2016-17	125		
		2017-18	125		

5.0% 10.0% 15.0% 20.0% 25.0% 30.0% 35.0% 40.0% 45.0% 50.0% 55.0% 60.0% 65.0% 70.0% 75.0% 80.0% 85.0% 90.0% 95.0%

York Gaps between demographics

Yellow values (tending towards right) indicate a gap in performance in favour of advantaged group (POLAR4Q5) over disadvantaged group (see label above column)
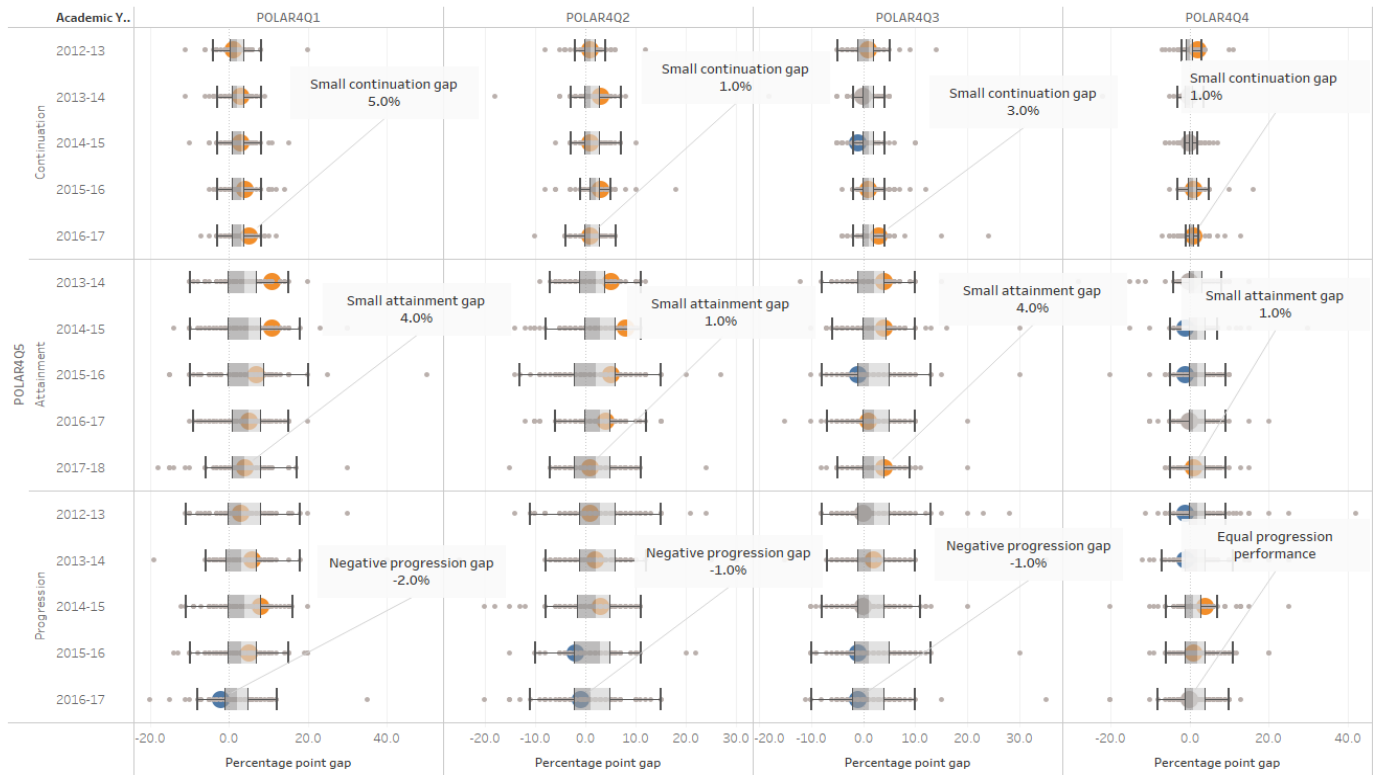

Figure 2 - Key Performance Metrics - Students from Lower Participation Neighbourhoods

These charts show the performance of each POLAR4 grouping with respect to Access, Continuation, Attainment and Progression for full-time, All Undergraduate students. York is represented by a large dot; all other institutions are shown as grey dots (please note that an institution may hide others sharing the same value). For Access, York aspires to be towards the right-hand-side of each graph. For Continuation, Attainment and Progression, York aspires to be in the middle of each graph (i.e. with no gap in performance between demographics). The shaded area indicates the inter-quartile range (middle 50% of institutions) with the centre line indicating the median value. The whiskers extend to 1.5 of the inter-quartile range, or if no values exceed this, to the most extreme data point; institutions falling outside of these are outliers. The number of institutions varies by metric and lifecycle stage. This is due to suppression of values by OfS where the sample size was not sufficiently large for publication.

1.1.1 Access

In 2017-18 the percentage of York's students from POLAR4[1] Q1 and Q2 together was 20.5%. The highest proportion in the sector was 55.9% achieved by University of Sunderland. This university is dissimilar to York in its portfolio, its tariff and its location. We will undertake further analysis to identify those universities with characteristics closer to York's, from which we believe we have most potential to learn and apply good practice.

Our analysis, combined with our significant proportion of students from state schools and colleges (82.6%), suggests that we are attracting high numbers of students from state schools in Q4 and Q5 areas. Further research will be undertaken by academic colleagues in our Department of Education utilising alternative, detailed geo-demographic measures to improve our understanding of this and how we might use this understanding to improve our attractiveness to students from Q1 to Q3.Over the length of the dataset the absolute performance of Q1 access rates at the University of York has increased by 23.1%, a movement from 6.0% to 7.8%. For Q2 and Q3 the absolute performance, whilst having some variance, has remained largely the same - with a slight improvement seen when comparing year 5 to year 1.

---

[1] Participation of Local Areas. See https://www.officeforstudents.org.uk/data-and-analysis/polar-participation-of-local-areas/
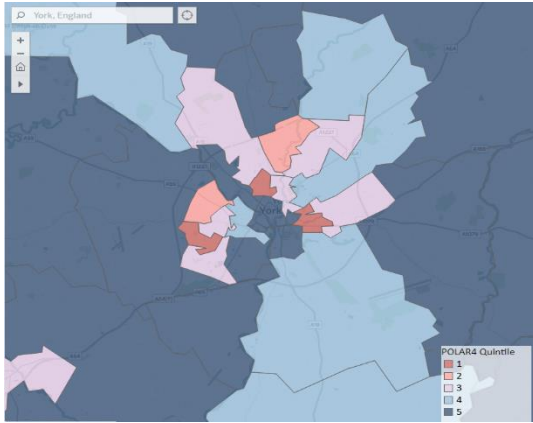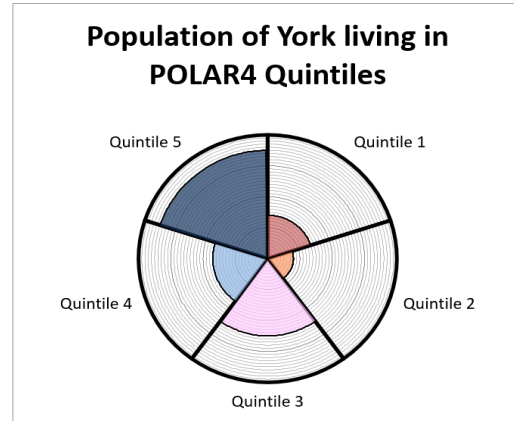
Figure 3 - POLAR4 Quintile map of York

Figure 4 - Population of York by POLAR4 Quintile

As can be seen from Figures 3 and 4, York is a relatively middle-class, affluent city, with low proportions of the population in Q1. The University has targeted its local access interventions in areas that are red in this map (i.e. those where Q1 is dominant). Despite the success of these interventions, the small size of the Q1-dominant areas means the overall yield is low. Feedback from our student focus groups (see section 1.1.5) suggests that the University has a 'middle class' reputation. Notwithstanding this context, we believe that the access rates for students from the lower POLAR4 quintiles should be improved at York and this is a key target for 2020 to 2025.

1.1.2 Success

Non-continuation - As can be seen from Figure 2, there is a continuation gap between POLAR4 Q1, Q2, Q3 and Q4 when compared with Q5. The continuation rates of Q5 students at York are high, consistently above 97%, compared with an average for Q1-2 of 94.5%, i.e. a gap of two and a half percentage points. As our continuation rates are generally high for all POLAR4 groups, we do not intend to set ourselves a key target for 2020 to 2025. However, we will undertake further detailed analysis during the 2019/20 academic year to fully understand our high continuation rates, and therefore the additional support we might provide to students from lower POLAR4 quintiles to bridge the gap to Q5, specifically including investigation into any link to entry qualifications, subject and discipline mix, the cost of student accommodation and bursaries.

Attainment[2] - The data for attainment follows a similar pattern to that for continuation; for Q1, Q2 and Q3 students our absolute performance is strong for all years of the dataset but we recognise that York has an attainment gap between Q5 students and Q1, Q2 and Q3 students in almost every year. We will undertake further analysis over the course of the 2019/20 year to understand our high attainment rates and the impact of entry qualifications, subject and discipline mix, the influence of POLAR4 group on attainment and how we might bridge the gaps between Q1-3 and Q5. As our attainment rates are generally high for all POLAR4 groups compared with the sector, we do not intend to set ourselves a key target for 2020 to 2025.

1.1.3 Progression to employment or further study

Students from Q1-4 progress at a rate which places them at least in line with Q5 students. Q1 and Q2 students progress at a better rate than their more advantaged peers. This is a positive finding, showing that the work York does in this area has been effective. As such we have not chosen this as a primary focus in our plan.

1.1.4 Indices of Multiple Deprivation (IMD)

This analysis is shorter than for the other underrepresented target groups owing to the fact that IMD as a measure is a relatively new measure to the University Whilst we are keen to move towards more personalised measures of disadvantage, at present this group requires more understanding than others. As such, we will revisit the analysis of this group, and associated targets within 12 months. We are, and will remain, keen to address large gaps where they are present and this is reflected in our addition of an attainment target (see Section 2.1.3.1) where we do see a large variance between IMD Q1 and Q5 students.

Regarding IMD, we note that we have statistically significant differences in our student population compared with the national population for all quintiles in all years in relation to access. We have gaps in continuation and attainment under this measure for all quintiles when compared to Q5. For attainment, we note the statistical significance of the gap between the aggregation of Q345 and Q12, whilst other statistically significant gaps appear in the dataset they are not exhibited after the academic year 2014-15. For progression, the IMD quintiles mirror the POLAR4 data; each quintile performs as well if not better than their Q5 peers. Due to the close alignment of this measure to POLAR4 data we will not set a target for these groupings but will closely monitor performance to ensure that any improvements in POLAR4 groupings are also seen in IMD groupings.
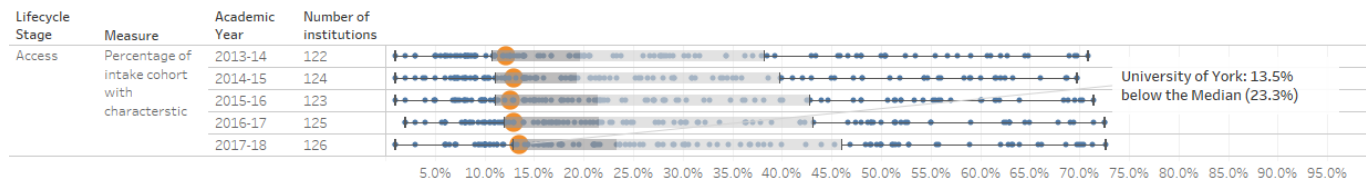
1.1.5 Student assessment of performance

---

[2] The Assessment of Performance here analyses the gaps between students achieving a 'good' degree, defined in this context as a first or upper second class degrees

The experiences expressed by our students from low-income/LPN households through the Access and Participation Plan focus groups (see section 3.2.1.2) largely mirror the conclusions reached from the available data. These students felt very aware of being 'in the minority' and that they were disadvantaged academically because of high expectations around academic skills and the costs of essential materials and books. Feedback also suggests that some of our student societies are perceived as "elite and unwelcoming", which has caused feelings of alienation for those from low-income and low participation households. They also felt that they were not able to access opportunities, including a year abroad or placement year, as easily as other students due to the perceived costs. Conversations around progression were very positive and the students didn't feel that there were many differences in terms of future achievements between the different groups. On the whole our students felt well supported by York in this area.

1.2 Black, Asian and Minority Ethnic Students

Figure 5 - Key Performance Metrics – BAME students

1.2.1 Access

The aggregation of BAME[3] students in Figure 5 shows a below sector average access rate at York (13.5% compared with a sector average of 31.1% for 2017/18). The disaggregated data shows that performance is below sector for every ethnic grouping. The absolute performance of these groups, whilst having variance, shows a general trend of an increase in the ethnic diversity of the student population at the University of York. We note that the baseline demographic is changing (BAME proportion is increasing among young people), and that many institutions will be benefiting from the London Challenge[4] effect.

The City of York has a lower proportion of BAME than in the general population. Data from the 2011 census showed that whilst 86% of residents in England and Wales identified themselves as "White", for Yorkshire and Humber this was 89% and in York this was 94%. For this reason, our work targeting BAME students is necessarily more regionally and nationally focused. Within this context, we should note that York is performing at the regional average. However, despite the additional regional and cultural challenges, we believe that the access rates for BAME students should be improved at York and we have included this as a key target for 2020 to 2025. As for many universities, the ethnic diversity at York is enriched by overseas students. York's International Pathway College is structurally part of the University and adds to the diversity of the young student population.

1.2.2 Success

---

[3] BAME – Black, Asian, Minority Ethnic
[4] London Challenge was a school improvement programme launched by the Government in 2003, designed to create a "step change" in the performance of London secondary schools.

Non-continuation - Continuation rates for the aggregation of Asian, Black, Mixed and Other students are high but have shown decline over the five years of the dataset, from a high of 96% to 94% in the latest year. This pattern repeats when looking at the individual demographic data of Asian students, where the continuation rate has fallen from a historical high of 97% to 94%. Continuation rates for Black students have been good, ranging from 92% to 94% (with the exception of the final year of the data set) however a gap exists between Black and White students. We note that there is insufficient data for students with 'other' ethnicity to provide a robust assessment of performance, however we will continue to monitor this group, and adapts in response to any new data which may be made available over the course of the plan. Although our continuation rates for BAME students are generally high, the declining performance over time means that our gap between BAME and White students (2% in three of the five years of the dataset) is significant. We will therefore make the improvement of BAME continuation a key target in our plan.

Attainment - The absolute attainment rates for the aggregation of Asian, Black, Mixed and Other students has a large year-to-year variance. In comparison to their White peers BAME students exhibit a consistently lower attainment rate; 74% of BAME students achieve a "good" degree, compared with 84.8% of White students. Subject mix does have an impact in this area, though this does not account for the majority of the gap. We particularly note the statistical significance of the BAME to White attainment gap in the year 2017-18. The disaggregated data shown in Figure 5 indicates that whilst attainment rates are generally good for Black students in comparison with the sector, there remains a significant gap in performance between Black and White students at York (17%). The gap between Asian and White students is also significant (14%). The gap between White and Mixed students varies greatly although Mixed students attained at a higher rate than their White peers in the early years of the dataset, in the final two years Mixed students attained at a lower rate that White students (7% and 5% respectively). Our low population of Other students does not allow for a comparison, but we note that the sector average for the gap between Other and White students is currently 13.2% and are mindful to ensure our targets include this group. We have low total populations in these categories which causes fluctuations in the data and makes analysis more challenging. Multivariate analysis is required to understand the factors which may be causing these gaps, but we are committed to reducing the gap and will make BAME attainment a key target in our plan.

1.2.3 Progression to employment or further study

Progression rates for the aggregation of Asian, Black, Mixed and Other students show a very similar picture to that for attainment. Progression rates exhibit large fluctuations year-on-year. There are very good outcomes for Asian students who progress at a rate that is at least equal to their White peers in all years of the dataset. There is insufficient data for a robust analysis of Black and Other ethnicity students. Outcomes for our Mixed students show large variances, however we take note that the final year of the dataset shows a large gap between the progression rates of Mixed students and their White peers (13%). The good progression outcomes for the aggregation of BAME students cannot be attributed to the concentration of BAME students in those departments or disciplines which have higher progression rates. A review of the last 5 years of DLHE (Destination of Leavers from Higher Education survey) has revealed that BAME respondents are well distributed amongst the disciplines; out of 23 subjects, BAME students show better progression outcomes than their White peers in 13 of them. We will investigate these findings further in 2019/20, including analysis of multivariates, to understand how we might build on this strong performance, and whether any effective practice could be applied to other underrepresented groups and/or shared with the sector. We will also pay particular attention to the Mixed progression gap. As our progression rates are generally high for our BAME students, both exceeding the sector and exceeding, or being in line with, York's White students for the majority of the dataset, we do not intend to set ourselves a specific target for 2020 to 2025. We will carefully monitor that this performance continues and that the performance of our Mixed students comes back in line with the previous years of the dataset.

1.2.4 Student assessment of performance

We had strong representation from our BAME students at our focus group sessions. Many of these students also self-declared that they were from low-income/low participation households, so were able to provide experiences from a number of perspectives. As reflected in the findings from the data, when discussing access, our BAME students spoke a great deal about a lack of diversity at York, both as a city and a university. This was initially a barrier to many of them when considering York and often became more of a concern once they had started their studies. The students felt that more could be done to help BAME groups engage with university life and foster a sense of belonging, contributing to improved rates of continuation and success. Again there were no issues expressed with support around careers and progression at York for this group, which would correlate with the data outlined above.

1.3 Mature students

York absolute values compared with sector: Showing **All = Mature_Age21andOver**

Lifecycle Stage	Measure	Academic Year	Number of institutions		
Access	Percentage of intake cohort with characterstic	2013-14	123		
		2014-15	123		University of York: 6.6%
		2015-16	123		below the Median (18.3%)
		2016-17	125		
		2017-18	125		

5.0% 10.0% 15.0% 20.0% 25.0% 30.0% 35.0% 40.0% 45.0% 50.0% 55.0% 60.0% 65.0% 70.0% 75.0% 80.0% 85.0% 90.0% 95.0%

York Gaps between demographics

Yellow values (tending towards right) indicate a gap in performance in favour of advantaged group (Young_Under21) over disadvantaged group (see label above column)
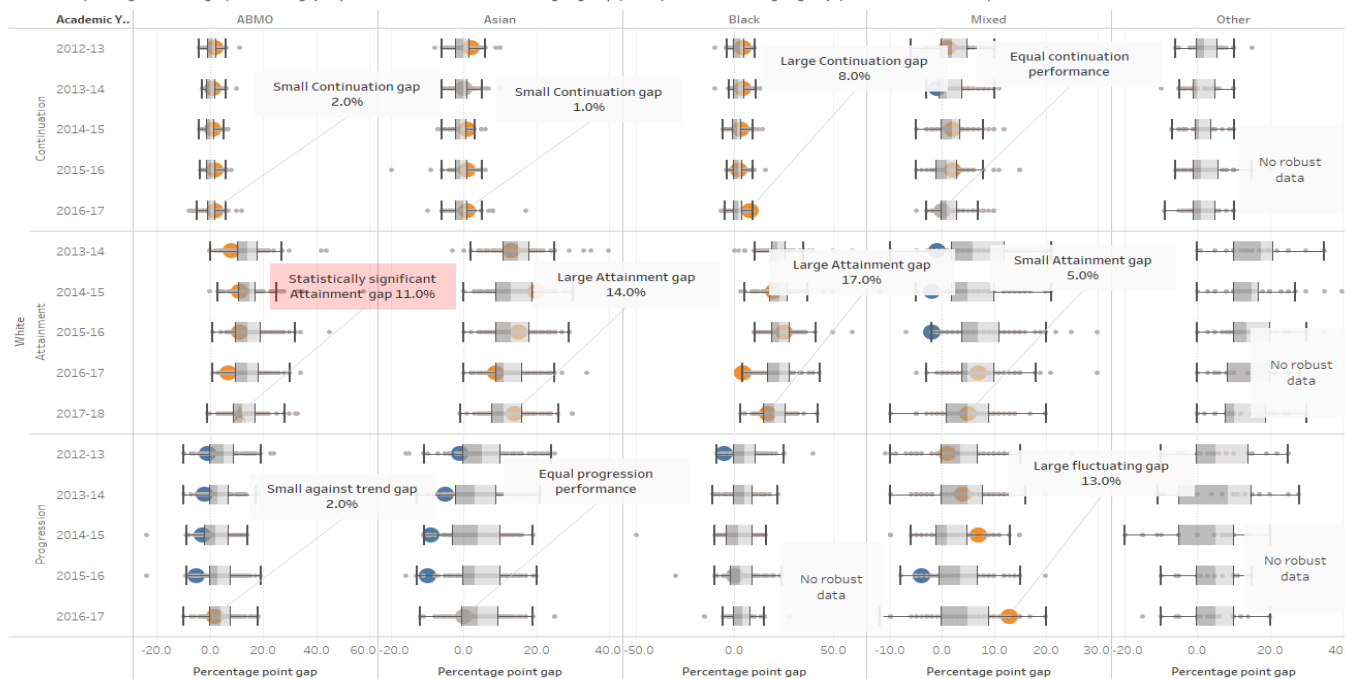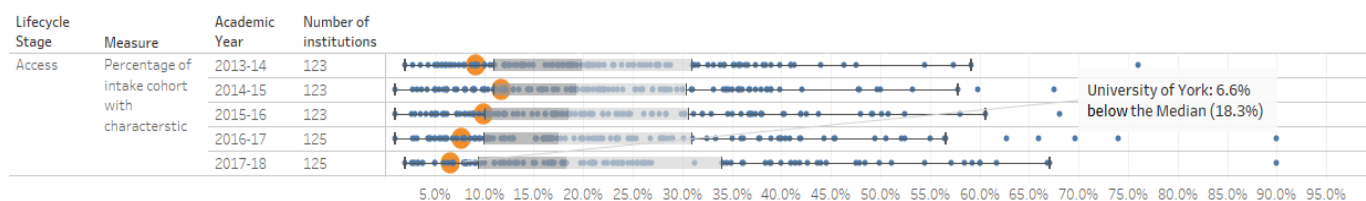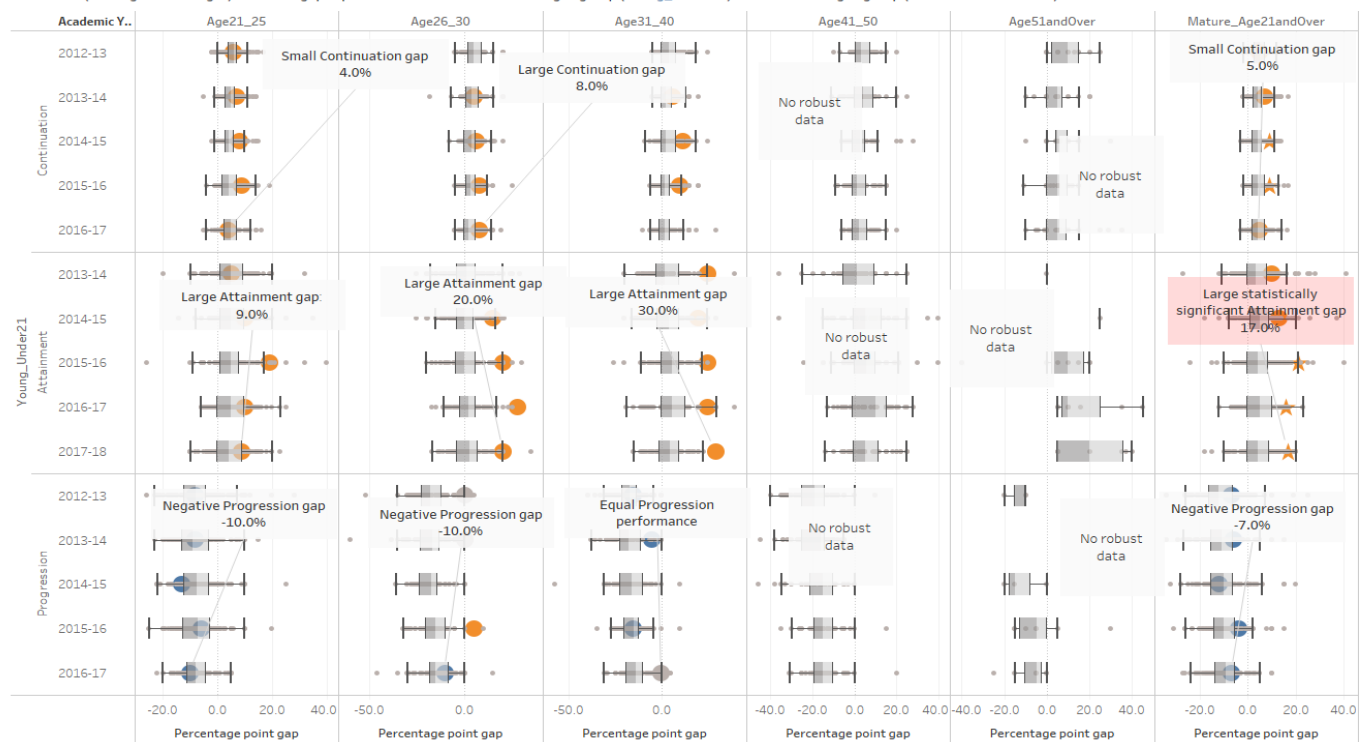
Figure 6 - Key Performance Metrics – Mature students

1.3.1 Access

York has an underrepresentation of students across all splits of age demographic, with the exception of Young Under 21s and the aggregation (and disaggregation) of all age splits shows a poor, and worsening, level of representation for mature students at the University of York which is significantly below the average performance of the sector.York is not a large city but has four HE providers; as a result there is a relatively low number of potential students in the local area (evidence suggests that Mature students typically prefer to remain within their local area). With the exception of nursing (which has seen a national decline in application rates) and social work, we do not offer courses which attract higher proportions of mature students and our programme design and traditional modes of delivery are not easily adapted to provide more attractive contact times, at weekends and evenings, for example. Whilst we acknowledge the importance of this agenda, and that access for mature students could, and should, be improved, the specific challenges of the York region, combined with the national decline in mature students, lead us to conclude that it would not be realistic to set ourselves a target in this area. We will, however, investigate the issue and potential solutions further over the next 12 months and set targets and milestones where appropriate.

Although we are below the sector in terms of undergraduate access for mature students, we have existing strengths in postgraduate provision and have made recent investments to widen the reach and flexibility through our growing apprenticeship and online offerings. We hope that improving age diversity within our postgraduate student population will improve our attractiveness to prospective mature undergraduates. We acknowledge this is outside the APP's primary sphere, but for us, widening access to postgraduate education is very important.

1.3.2 Success

Non-continuation - Our analysis suggests that the absolute continuation rates for mature students are good (91%), although there is mixed performance at the disaggregated levels. Mature students have a continuation gap compared with the consistently high continuation rates of our young under 21 learners (5% in 2016-17). As our continuation rates are generally high for all age groups, we do not intend to set ourselves a key target for 2020 to 2025, however we will closely monitor these continuation rates.

Attainment - As shown in Figure 6, the absolute performance of York in relation to the attainment of mature students is poor in comparison to their peers. Where data is available, York has large gaps in attainment for all splits of mature students when compared to their younger peers, in all years. For the aggregate group of mature learners, York has a significant gap in attainment rates between Mature and Young learners in all years. We particularly note the statistical significance of this gap. We have set improved performance in attainment rates for mature students as a key target within our plan.

1.3.3 Progression to employment or further study

When comparing Mature students to their younger peers there is a statistically significant positive progression gap. Mature students progress from York at a significantly better rate than their younger peers, despite achieving poorer degree outcomes. This appears in the aggregated group and also in students aged 21 to 25 and aged 26 to 30. Much of this strong performance is explained by previous work experience. In our 2018 Graduation Survey, 50% of our home undergraduate
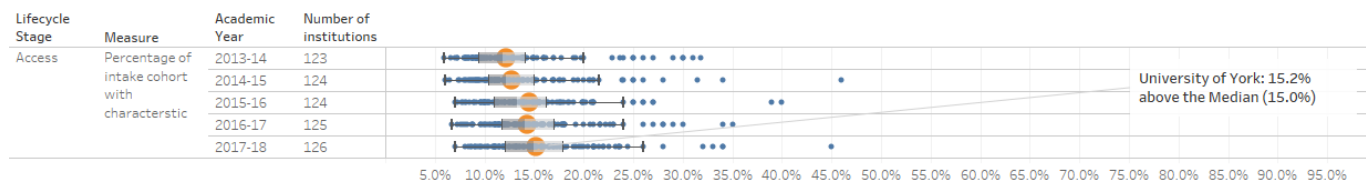
(UGH) mature students reported having further study or work already secured, compared to 38% of UGH Young students and in the enrolment task of the same year, 65.4% of UGH Mature students reported having work experience in the last 12 months, compared to 55.1% of Young students.

1.3.4 Student assessment of performance

The Mature students represented at our focus groups, and at a meeting of the Mature Students' Network, spoke about issues around access but these conversations tended to be focused on higher education generally, rather than specific issues at York. Some attention was given to entry requirements and unrealistic expectations of academic standards from mature students. Most of the feedback centred on things that could be improved in the areas of continuation and success. Due to the small numbers of mature students at York, echoed again in the data, there were feelings of alienation and that support and services were largely aimed at younger, more "typical" students. Transitioning to study and academic support were key features of the discussions and, as with the other groups represented, progression was not an area where the mature students felt disadvantaged compared to other students; this is reflected in the data.

1.4 Disabled students

York absolute values compared with sector: Showing **All = Disabled**

York Gaps between demographics
Yellow values (tending towards right) indicate a gap in performance in favour of advantaged group (NoKnownDisabilityType) over disadvantaged group (see label above column)

Figure 7 - Key Performance Metrics – Disabled students

1.4.1 Access

The aggregation of disabled students shows a consistent above sector average performance but the more detailed analysis shows a mixed picture with good performance in respect of students with Cognitive and Learning disabilities, students with Mental Health difficulties, students with Medical and Physical Impairments and students with Social and Communication difficulties, but poor access levels for Multiple Impaired students. We will investigate the gaps in access for students with Multiple Impairments, and potential solutions, further over the next 12 months to fully understand the issue but the complexity of the issue, and mixed outcomes for different disabilities, make it impractical to set a specific target at this time.

1.4.2 Success

Non-continuation - The aggregated, absolute continuation rates for disabled students are in line with their non-disabled peers (95% in 2016/17, compared with 95.5% for non-disabled students); continuation rates for students with Cognitive and Learning difficulties are among the best in the sector, placing York in the top 25 institutions in the country consistently. There is currently a small gap in continuation rates between the aggregated group of disabled students and their non-disabled peers (0.5%). We note that this has previously been larger and this gap is something we will continue to monitor

closely. We also note the continuation gap of students with Social and Communication difficulties, however this requires further understanding due to the sporadic availability of data for this category.

Attainment - Absolute attainment rates are also good for disabled students, 82% in 2017/18, compared with 83.1% for non-disabled. We note the significant decline of attainment rates of students with Multiple Impairments in the final year of the dataset from a previously strong position however such large variances show a volatile cohort that requires further understanding. Similarly, we note the attainment gap for students with Social and Communication difficulties, however as above this requires further understanding due to the sporadic availability of data in this category. We will continue to gather data and evaluate our current interventions to understand how we further build on this strong performance and whether the effective interventions could be applied to other underrepresented groups and the disaggregated groups discussed above. We will also closely monitor the performance of students with Multiple Impairments and those with Social and Communication difficulties to assess if the 2017-18 data is an outlier.

1.4.3 Progression to employment or further study

The aggregate group of disabled students show a progression rate above their non-disabled peers. Where data is available for robust analysis we note that this trend can generally be seen in the disaggregated groups of disability, however we take note of the sharp increase in the gap of students with Sensory, Medical or Physical impairments in 2017-18. We will continue to closely monitor this gap, and if required set an additional target in this area during the length of this plan.

1.4.4 Student assessment of performance

The disabled students represented at our focus groups self-declared as having a range of disabilities, including Physical Impairments, Mental Health issues and Cognitive and Learning difficulties. None of these students expressed any specific concerns around access and whilst there were some areas for improvement relating to the navigation of the University's support mechanisms for students with disabilities and mental health concerns, the students felt that the support was good once they were 'in the system'. As with other groups, progression was not raised as an issue for the disabled students at the focus groups and this feedback is reflected in the progression data summarised above.

1.5 Care Leavers

There is a lack of data to support a robust assessment of performance in access, success or progression for this group. Internal data suggests that the representation of Care Leavers at York is limited (we currently have fewer than 20 care leavers studying with us) and the lack of a sector figure does not allow for a comparison of absolute performance. Nationally Care Leavers have significantly lower HE participation rates, and those who do attend have poorer continuation and attainment rates. We believe access rates for Care Leavers should be a priority and we are currently taking significant steps to tackle this at York. We have included this as a key target for 2020 to 2025.

1.5.1 Student assessment of performance

Much of the discussion with the Care Leavers at our focus groups centred on the support they had received once they arrived at York, but they did welcome the use of contextual offers in terms of access. The students felt that contextual admissions were absolutely vital to others in similar situations and that Care Leavers just needed the opportunity to get to university in the first place. The feedback they gave around success, continuation and progression emphasised the need for interventions to be holistic, but also bespoke to the specific and complex needs of Care Leavers, to ensure that they are not disadvantaged academically or socially.

1.6 Intersections of disadvantage

There are some interesting trends in our data when looking at the intersections of disadvantage, of which we have not previously been aware, and will investigate further over the next 12 months. IMDQ12_White[5] students show a statistically significant gap in continuation rates compared with IMDQ345_White[6] students. We will examine the issue of continuation for white students from the lower IMD groups further to understand how best to support these students during their time at York. POLAR4Q345_White[7] students continue and attain at a higher rate but, conversely, progress at a lower rate than their BAME equivalents of all POLAR4 groupings in most years of the dataset. In the last year of the dataset, all POLAR/Ethnicity intersections progressed at approximately the same rate; there was no gap between POLAR4Q12_AMBO[8] and POLAR4Q345_White[9] students. This is a very positive finding; we will work to understand this further to identify good practice which could be applied to other underrepresented groups and shared with the sector as a whole. The analysis of intersectional data indicates a statistically significant gap between attainment and progression of male and female students. The attainment of POLARQ345_Male[10] students is significantly worse than their POLARQ345_Female[11] peers and in the last years of the dataset POLARQ345_Males attain at a lower rate than female students from lower LPN groups. However, in much of the dataset, the progression rate of these male students was higher than female students of any POLAR grouping, despite their lower attainment. We will investigate this finding further in order to design appropriate solutions to address the gaps in attainment for our male students and in progression for our female students.

---

[5] Indices of multiple deprivation / quintiles 1 and 2 / white
[6] Indices of multiple deprivation / quintiles 3, 4 and 5 / white
[7] POLAR4 Quintiles 3, 4 and 5 / White
[8] POLAR4 Quintiles 1 and 2 / Asian, Mixed, Black and Other
[9] POLAR4 Quintiles 3, 4 and 5 / White
[10] POLAR4 Quintiles 3, 4 and 5 / Males
[11] POLAR4 Quintiles 3, 4 and 5 / Females

1.7 Other groups who experience barriers in Higher Education

Whilst York undoubtedly has populations from other groups who experience barriers in higher education, we do not currently track these groups in a systematic way and thus do not hold robust data. We will work to improve the availability of data specifically on carers, people estranged from their families, people from Gypsy, Roma and Traveller communities, refugees and children from military families to allow a robust assessment of performance for these groups. It will take time to gather this data but, once in place, we will use this to track the performance of these groups through each of the student lifecycle stages as this cohort (and subsequent cohorts) progress through their programmes of study (see Section 3.2.1, point 2 for further detail). This will enable us to build up a picture of performance and design and evaluate appropriate support for these groups.

1.8 Contribution to the national picture

The University is committed to working collaboratively with HEIs and other stakeholders to maintain and further develop our successful regional and national partnerships. Locally we will continue to work with the National Collaborative Outreach Programme (NCOP)[12], and nationally we look forward to developing a strong reciprocal relationship with 'The Centre for Transforming Access and Student Outcomes in Higher Education' (TASO) and the rest of the sector. We will maintain our close ties with national networks and will disseminate best practice as and when we can through networks such as NERUPI[13], NEON[14], the SCiP Alliance[15], the WP Community of Practice and others. We expect to contribute heavily to the Care Leavers agenda, and are actively engaged with the National Network for the Education of Care Leavers, the Association of Virtual School Heads, Local Authorities and IMOHub[16].

2. Targets

2.1 Target groups

We have reflected on our assessment of performance and acknowledge the need for a new approach in this Access and Participation Plan. We will therefore set ourselves fewer, but more ambitious targets in key areas. We will ensure that we address all equality gaps and draw from best practice, wherever this may be found in the sector, or more widely. Finally we will commit to giving more presence to the student voice, with students as genuine partners in the plan from beginning to end. Our assessment of the data, both external and internal, quantitative and qualitative, along with the involvement of our student body has enabled us to identify the main areas for improvement (see Section 1) and we have decided to set ourselves the following targets:

2.1.1 Access

Our assessment of performance has identified that access is the lifecycle stage where we have the most significant gaps and where we need to make the biggest improvements. We have therefore identified three key targets in this area:

2.1.1.1 Target 1: Access - LPN Q1-3 students
- To increase the proportion of young, full-time undergraduate entrants from POLAR4 Q1 by 2.5 percentage points, from 7.8% to 10.3%, by 2024/25.
- To increase the proportion of young, full-time undergraduate entrants from POLAR4 Q2 by 2.5 percentage points, from 12.4% to 14.9%, by 2024/25.
- To spend 12 months reviewing the access gap for POLAR4 Q3 and understanding what we can do to address it longer term, including understanding the intersectionality.

The current ratio at York of POLAR4 Q5 to POLAR4 Q1 for access is 5:1 (7.8% compared with 39%). By the end of this plan, assuming that we gain Q1 students at the expense of Q5 students, the ratio would reduce to 3.5:1 (10.3% compared with 36.5%). We have assessed the implications of this target on downstream activity and it is clear that we will need to undertake considerable work to ensure that we have the infrastructure in place to support students to be successful and to progress from the moment they arrive at our institution. We have consulted closely with colleagues and our student body to develop strategic projects to ensure that, while increasing the proportion of POLAR4 Q1 so substantially, we can continue to provide the best and most supportive environment we can for students who traditionally might not have progressed into higher education. In designing our targets, we have also taken careful account of our local context. As displayed in Figure 4, York has a low POLAR4 Q1 population and we have to factor this in when forming realistic and credible targets, especially as other regional providers will also be seeking to widen access to this group. We support the OfS's stated ambition to improve the ratio for access of POLAR4 Q5 to POLAR4 Q1 at higher-tariff providers from 5:1 to 3:1 and seek to reach this point ourselves by 2030.

2.1.1.2 Target 2: Access - BAME students
- To increase the proportion of Black, young, full-time undergraduate entrants by 1.2 percentage points, from 2.4% to 3.6% by 2024/25.
- To spend 12 months reviewing the access gap for Asian entrants and entrants from other ethnic groups and understanding what we can do to address it longer term, including understanding the intersectionality.

---

[12] The National Collaborative Outreach Programme (NCOP) brings together 29 partnerships of universities, colleges and other local partners to deliver outreach programmes to young people in years 9 to 13. Their work is focused on local areas where higher education participation is lower than might be expected given the GCSE results of the young people who live there.
[13] Network for Evaluating and Researching University Participation Interventions
[14] National Education Opportunities Network
[15] Service Children's Progression Alliance
[16] https://imohub.org.uk/

2.1.1.3 Target 3: Access - Care Leavers

Due to the lack of available care leaver data we are unable to fully assess our performance in this area. Despite this we are keen to set ourselves an ambitious target for this underrepresented group as we are committed to strengthening our support for care leavers and are keen to share our good practice with others.

- To increase the proportion of Care Experienced, young, full-time undergraduate entrants by 0.15 percentage points, from 0.15% to 0.3%, by 2024/25.

Our assessment of performance also highlighted gaps in access for mature students. Whilst we will not be setting any targets for mature students' access in this plan, we aim to improve in this area as far as possible, and continuing and developing initiatives will be outlined below alongside a commitment to explore the area further.

2.1.2 Success – Continuation and Attainment

For the success gaps where we feel we need further understanding we will assume for now that half of the gap can be explained and we will commit to closing this. We will then spend the next 12 months undertaking multivariate analysis and once we are more confident about the nature of these gaps we will reassess our targets accordingly. Please note that we would not expect to reduce the ambition of these targets.

Our performance around continuation is largely strong and therefore we are only including one target at this lifecycle stage, where our performance has been declining in recent years:

2.1.2.1 Target 4: Continuation - BAME students
- To close the gap between Black and White student continuation (by raising the continuation rates of Black students) reducing the gap by 4 percentage points, from 8% to 4%, by 2024/25.

Our assessment identified gaps with three underrepresented groups and we will therefore focus our efforts on improving attainment for:

2.1.3.1 Target 5: Attainment - LPN
- To close the gap between LPN and non-LPN student attainment (by raising the attainment of POLAR4Q1-3 students) reducing the gap by 2 percentage points, from 3.5% to 1.5% (aggregate) by 2024/2025.
- To close the gap between LPN and non-LPN student attainment (by raising the attainment of POLAR4Q1 students) reducing the gap by 2 percentage points, from 4% to 2%, by 2024/2025.
- To close the gap between IMD Q1 and IMD Q5 student attainment (by raising the attainment of IMD Q1 students) reducing the gap by 5.5 percentage points, from 11% to 5.5%, by 2024/2025.

2.1.3.2 Target 6: Attainment - BAME
- To close the gap between BAME and White student attainment (by raising the attainment of BAME students) reducing the gap by 3 percentage points, from 11% to 8%, by 2024/2025.
- To close the gap between Asian and White student attainment (by raising the attainment of Asian students) reducing the gap by 7 percentage points, from 14% to 7%, by 2024/2025.
- To close the gap between Black and White student attainment (by raising the attainment of Black students) reducing the gap by 8.5 percentage points, from 17% to 8.5%, by 2024/2025.

2.1.3.3 Target 7: Attainment - Mature students
- To close the gap between Mature and Young (under 21) student attainment (by raising the attainment of Mature students) reducing the gap by 6.5 percentage points, from 17% to 10.5%, by 2024/2025.

2.1.4 Progression

On the whole progression of our underrepresented student groups is strong. We have therefore set no targets around progression in this plan. Where our assessment suggests that we are performing well, we will ensure that we do not become complacent or lose momentum. We want to ensure that focusing our efforts on the above targets does not result in a lowering of standards elsewhere. We will be sure to maintain, and improve further, current standards across the student lifecycle by continuing with initiatives which have proven to be impactful. We are also aware that an improvement in access rates for certain groups of students may lead to an increase in demand for certain services or teams within the University and we will therefore be mindful to monitor this throughout the plan so that we are proactive at the necessary points and are able to introduce new interventions where we find evidence that they are needed.

3. Whole provider strategic approach

The University of York was founded on principles of excellence, equality and opportunity for all. We have examined the evidence as set out in Section 1 of this plan, consulted our students and considered how our Access and Participation strategy might build on these founding principles.

Our vision: To maintain, promote and continually improve York's coupling of academic excellence and true inclusivity; to support and inspire every student to thrive and succeed.

Figure 8 – Strategic Project Overview

3.1 Strategic aims and objectives

Our strategy is to take a research-led approach, in partnership with our student body, to improve the experience and prospects across the entire student journey. Our Whole Institution Theory of Change sets out how our Strategic Projects and Strategic Objectives link together to help us overcome the barriers which emerged from our assessment of performance, and enable us to realise our Strategic Aim. In order to achieve this aim, we have set ourselves four key strategic objectives:

3.1.1 Improving Access

We will focus our key interventions on **improving access** for all underrepresented groups, with particular focus on those from low-participation neighbourhoods (but also "first in family", free school meals recipients, low family income, etc.), BAME and care-leavers.

- We will track our students to ensure that we are providing appropriate support throughout their journey at York; we have strengths in success and progression and we must maintain these.

3.1.2 Research informed analysis

We will undertake the most **research informed analysis** possible in order to design sustainable solutions.
- We will fully analyse available data, across the entire student lifecycle, to improve our understanding of the gaps.
- We will look systematically at best practice, within York, within the wider sector (in the UK and internationally) and outside the sector, including working with Transforming Access and Student Outcomes in Higher Education (TASO) and the National Collaborative Outreach Programme (NCOP).
- We will embed a process of robust evaluation, including trials of new initiatives, to identify which of our interventions work and how to maximise their impact.
- We will draw on the expertise of our academic colleagues within York and the wider sector.

3.1.3 Partnership with our student body

We will build upon existing practices and will design, evaluate and monitor our Access and Participation progress in **partnership with our student body**, fully supported by our Student Union (YUSU).
- We will form a "Student Expert Panel" to generate ideas, provide feedback on our interventions and hold the University to account with respect to our progress.
- We will provide support (financial and non-financial) to students to enable them to undertake their own bold, ambitious initiatives to improve access and participation for specific groups.

3.1.4 Embed our Access and Participation Strategy

We will **embed our Access and Participation Strategy** within our institutional and departmental strategies to ensure that all staff and students understand, are engaged in and working towards our vision; a vision which is an integral part of York's institutional strategic ambition.
- We will ensure that the new institutional strategy, due to be in place early in 2020, is fully aligned with the key strategic aims of this Access and Participation Plan.
- We will integrate our strategy within other institutional projects, such as learning enhancement projects, including those arising from the introduction of our distinctive approach to programme design - the York Pedagogy. Through its emphasis on effective design of programmes, clear progression towards concisely stated outcomes, and effective assessment design, we have established a framework that supports all students through the stages of transition and progression.
- We will embed our Access and Participation strategy within our academic department strategies, ensuring that all departments understand their role in achieving our strategic vision and meeting our specific targets.
- We will ensure that our Access and Participation work informs, and is informed by, other institutional strategies, as well as relevant YUSU strategies/plans as outlined below:

Our *Equality and Diversity Policy for Students* aims to promote positive attitudes towards equality and diversity and to ensure that everyone working, living and studying at the University is treated fairly and with dignity and respect. This Policy aims to ensure that no prospective or existing student shall receive less favourable treatment on the grounds of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion and belief and non-belief, sex or sexual orientation. Alongside this sit our action plan priorities of:
- Embedding equality into all aspects of University life
- Being flexible and adaptive to the needs of our diverse community
- Attracting, retaining and succeeding
- Adopting an inclusive campus approach

Our *Student Employability Strategy* supports the progression of all University of York students, with a particular focus on engaging students with widening participation characteristics. The mission outlined in this strategy is to give our students opportunities to gain experience that will better prepare them for employment and further study. Supporting Objective 1 of this Strategy states that 'our provision will be inclusive and accessible to all students'. We are closely monitoring the number of students with protected characteristics who are accessing activities that will develop their employability and consider this to be a key performance indicator. The Strategy received recognition from the Institute for Student Employers and TARGETjobs[17] in 2018. We will review our Student Employability Strategy to align with emerging priorities coming out of our new University Strategy in 2020.

Our *Learning and Teaching Strategy* runs from 2015-2020. In developing its successor, we will ensure that there is clear and full alignment with the Access and Participation strategy. This will embed relevant aspects of the Access and Participation strategy in learning enhancement projects.

Our *Mental Health and Wellbeing Strategy* runs from 2017-2020 and work will start on refreshing this strategy early in 2020. As with all other institutional strategies we will ensure that the relevant teams are involved with the development of this Strategy so that we can be confident that it is fully aligned and fully supports this Access and Participation Plan. We will also ensure that any strategic measures are designed with consideration for our underrepresented groups and are fully accessible to all of our students.

3.2 Strategic measures

3.2.1 Strategic projects

We will be taking a strategic approach to the delivery of equal opportunities and outcomes for our students. Our overarching aims will focus on gaining a better understanding of the experiences of our current students at every stage of the student journey, as well as understanding which interventions work well across the different stages, drawing on evidence from our

---

[17] https://targetjobs.co.uk/

own initiatives, as well as examples from other providers. We will continually apply the insights of this analysis to improve our interventions.

We will undertake five key projects and we will use the outcomes of these to shape future interventions, targets and submissions. Our first two projects are overarching and it is expected that these will impact upon all of our identified targets. Strategic Projects 3, 4 and 5 are designed to directly impact our students across the four stages of the student lifecycle, as well as our identified targets. As well as the specific measures listed in the project sections that follow, we will also implement the following overarching strategic measures.

1. **Robust analysis -** Our first key measure is to carry out a thorough and rigorous multivariate analysis that identifies the correlations between access, attainment, continuation, progression and the widest range of contributing factors, so that we can understand as clearly as possible the likely relationships. This work will take place over the course of the 2019/20 academic year and we will then commit to further measures that will aim to tackle specific identified areas for improvement in readiness for the 2020/21 cycle. Alongside this analysis our Evaluation and Evidence team will fully assess our current initiatives and interventions related to access, success and progression, with a view to implementing any recommendations or new programmes of work from 2020/21.

2. **Systems and processes -** We have recently started a piece of work to develop our internal enrolment processes which will enable us to capture certain demographic information from our students. Having this additional data will allow us to better track our students' engagement with our interventions and services, as well as giving us the ability to target certain groups and potential to create bespoke initiatives for our underrepresented groups as necessary. The intention is to explore this further, with a view to implementation at the beginning of the 2020/21 academic year, so that we will be much better able to support our students across the whole student journey.

3. **Departmental involvement -** From September 2019 Access and Participation data will play a much more prominent role in our academic departments' annual planning and review cycle. This data and Key Performance Indicators will be available to departments at the click of a button through the University's data management and visualisation tool. We expect that having this visibility of data will encourage departments to have a deeper understanding of, and consideration for, Access and Participation at both a strategic and operational level. The first planning cycle with this improved data set will commence in October 2019 and departments will also be asked to reflect on their performance in access, success and progression as part of our rolling programme of Departmental Strategic Reviews and Periodic Programme Reviews, which rotate on a five yearly cycle.

4. **Investment in University staffing -** We appreciate the level of input that will be required to impact positively upon our targets and we are therefore committed to reviewing current resource in teams that have a direct impact on access, success and progression, to identify where there may be a need for additional resource to be in place for 2020/21.

5. **Institutional strategies -** We are in the fortunate position that a number of our key strategies, including our University Strategy, are currently under review. The Planning Office, who have led the creation of this Access and Participation Plan, will also be supporting the creation of these strategies, meaning that we will be able to fully align all areas of the University across all stages of the student lifecycle.

3.2.1.1 Strategic Project 1: Student lifecycle research project

We are mindful that, as we improve our outcomes in respect of access, we must understand the additional support required at all stages, to ensure that all our students have a positive experience here at York and are able to realise their potential. The Evaluation and Evidence Team will undertake a research project with the ambition of gaining a deeper understanding of 'what works' in the York context across the whole student lifecycle. The research proposed would adopt both qualitative and quantitative methods in an attempt to generate an in-depth understanding of the context in which strategies and interventions occur, and the diverse viewpoints of the key stakeholders. Regardless of overarching methodology and Evaluation Type, there is a commitment for research and conclusions to consider multivariate analysis of student characteristics and for this to feed into University of York policy and strategy on Access and Participation.

The team will draw upon expertise from within the institution; tapping into and fuelling research at the University into the area of widening participation. Areas of particular focus may emerge as the project evolves, but it is anticipated that this will involve a robust evaluation of the University's bursary scheme and of financial support at York more generally, as well as accelerating our research into the experience of Care Leavers, as outlined in our strategy. As well as internal support, the research proposed will engage with external agencies, not least the Centre for Transforming Access and Student Outcomes in Higher Education (TASO), as well as working groups and academics across the sector and more widely. We will identify a number of key institutions which are demographically similar to York and will compare our access, success and progression outcomes. Where we identify good performance we will seek to understand the interventions employed, and the context in which they occur, with a view to replicating at York where appropriate. A richer, more narrative understanding of the student voice will also be central to this project, and will be embedded at all stages. It is hoped that the research undertaken will cultivate new and efficient ways of working with those who are underrepresented in Higher Education, and allow us to better understand the gaps which we are working to close. It is anticipated that Strategic Project 2, outlined below, will also feed into this work.

Strategic measures, timescales and milestones
We have recognised the need for investment to support Strategic Objective 2 and as such our Evaluation and Evidence Team are now in place. Externally, the Evaluation and Evidence Team are represented on several national strategy groups and panels, including NERUPI, HEAT[18], NEON and the SCiP Alliance, and are committed to working closely with external partners to share best practice across the sector. This will be an ongoing project throughout the duration of the plan. It will

---

[18] HEAT - Higher Education Access Tracker

feed into our annual Impact Reports, and may be subject to more frequent reporting requirements for our APSG[19] and Student Expert Panel (see Section 3.2.1.2) as priorities and projects develop.

3.2.1.2 Strategic Project 2: Student Expert Panel

The University of York already has a strong culture of representing the student voice across all areas of the institution and student lifecycle. This practice goes beyond the scope of this Access and Participation Plan, and is built in to the University's academic, governance and pastoral systems and structures. We have an excellent relationship with our Students' Union, YUSU, and work closely with them at all levels. As a university, we understand the importance of giving our students a voice and acknowledge that if we have a better understanding of the experiences of different groups of students, at different stages, we will be better placed to create more effective mechanisms to try and tackle the existing gaps.

With regards to this APP specifically, our students and YUSU have been involved from the very beginning. In the past there has been a tendency to use students purely as sources of data and opportunities to properly engage with the APP process were often limited to YUSU's Sabbatical Officers. The University and YUSU are now committed to move from a culture of consultation through to true partnership. We are working towards developing a more systematic approach to listening to student stories, using an enriched understanding of lived experiences, to initiate dialogue about enhancement. As a result of this commitment and effort, we can legitimately say that our students have been partners at all stages; co-analysing our current position, co-agreeing targets, co-creating new initiatives and are genuine co-authors of this Plan. In addition to our partnership with our Students Union we also carried out four two-hour focus groups and attended our Mature Students' Network meeting to gather experiences and views around Access and Participation. Feedback from these sessions has been woven into our Assessment of Performance in Section 1 and suggestions from our students have been included in the development of this plan.

Going forward we will continue to involve students in the monitoring and evaluation of our APP progress. We will provide the opportunity for students to fully engage with activity around reducing existing gaps across the student life cycle by the creation of a 'Student Expert Panel' which will be delivered collaboratively by the University of York and YUSU. The Panel's key principles will be built around the framework identified in the 'Breaking down the barriers to Student Opportunities and Youth Social Action' report[20], so that engagement with our students is challenging, student-led, socially impactful, progressive, embedded and reflective. The Panel will ultimately be accountable to the APSG, however we firmly believe that this group should be as autonomous as possible in its direction and the focus of investigation it pursues.

Panel members will be paid for their time to account for the expected levels of engagement, and to ensure that the collaboration is mutually and reciprocally beneficial. There will be total transparency with regards to information and the Panel will have access to the same reports and findings as our APSG and APMEG[21]. We will be mindful of the safeguarding and wellbeing needs of all students involved and information will be provided in an accessible format for all. We will also ensure that students are fully trained in areas that will enable them to feel fully able to contribute positively. A feedback mechanism will be created so that panel members, and contributors, are aware of where their input has made an impact, and the reasons why other suggestions may not have been actioned. Engagement will not be limited to this panel alone and it will be a key remit of the Panel to involve other students and gather wider views.

Strategic measures, timescales and milestones

We are currently developing the Panel's Terms of Reference and plan to recruit and train our panel members before the 2019 Christmas break. The Panel will meet once per term and we will expect that all meetings are fully minuted so that progress can be measured and monitored. The Panel will also be expected to report to our APSG at the end of each academic year and we will ask all parties to reflect on their involvement at the end of the 2019/20 academic year, so that we are able to implement any changes to the structure and remit of the group in readiness for the 2020/21 cycle. Each panel member will have a University 'line manager' and will be fully supported throughout the cycle. It is hoped that the outcome of this engagement will result in the creation of better informed strategies and action plans going forward, as well as contributing to a sense of belonging and value amongst our student body.

3.2.1.3 Strategic Project 3: Promoting Access to York

As access has been identified as our most significant area for improvement, we have made a commitment to taking direct action to improve equality of opportunity for our prospective students. The University of York understands that we need to make our student body more diverse because it is just and fair that everyone with the potential to do well at university has the opportunity to do so, but also because a more diverse student body makes for a better educational environment, allowing students to be challenged by different ways of thinking, to learn from people from other cultures and backgrounds, and to be encouraged to be critical and empathetic.

Strategic measures, timescales and milestones

Investment in University staffing **-** In recognition of our need to ambitiously improve access to the University of York we have created a new Head of Outreach and Access post. This post is due to be recruited in July 2019 and will become the strategic lead for our access work. The postholder will have ultimate responsibility for the direction and priorities of the Widening Participation Team.

Contextual offers - Key to our access project is our implementation of an expanded, more holistic, contextual offer-making strategy which will be phased in from August 2019. This strategy will be in place at Confirmation in the current cycle, utilising

---

[19] APSG – Access and Participation Steering Group (see Section 3.3 for more detail)
[20] https://www.universitiesuk.ac.uk/policy-and-analysis/reports/Documents/2015/breaking-down-the-barriers.pdf
[21] APMEG – Access and Participation Monitoring and Evaluation Group (see Section 3.3 for more detail)

UCAS' 'Modernised Contextual Data Service' (MCDS) to prioritise the 'most disadvantaged' applicants who haven't met their offer. From the September 2019 admissions cycle (i.e. impacting on 2020 entry) the University will move towards full contextual offer making, giving lower offers to applicants from POLAR4 Q1 or Q2 (excluding students from independent schools), as well as Care Leavers. Guaranteed standard offers will also be given to all BAME students. To put this into practice, the University has set up a 'Contextual Offer Making Implementation Group'; a multi-stakeholder group with designated workstreams around communications, offer making, support, system development and monitoring and evaluation. Our strategy around contextual offers will be reviewed at an institutional and departmental level and adapted annually to ensure that we are continually improving. Under a second phase of this strategy we plan to work closely with a number of 'advancing schools'[22] to expand our contextual offer-making further. Acting on feedback from our students we will also make sure that our contextual offer-making is clearly communicated to potential applicants, so that students from underrepresented groups in particular are more likely to make an application to York.

Widening participation initiatives - LPN, BAME and experience of local authority care are already eligibility criteria that cut across our existing widening participation activities and interventions. We will continue to deliver these programmes throughout the 2019/20 academic year whilst our audit and evaluation is underway. We will also look to expand some of our widening participation activities into additional Opportunity Areas, such as Scarborough, Doncaster and Bradford, with a view to accessing larger populations of underrepresented groups. In addition to our newly expanded institution-wide contextual offer-making, students who complete our Next Step York[23] programme and Academic Assignment are guaranteed to receive an alternative offer and students who have attended our York Experience Summer School (YESS)[24] residential will now be guaranteed a standard offer. The University will continue to engage in collaborative activity, such as the Excellence Hub[25], Realising Opportunities[26] and the National Collaborative Outreach Programme (NCOP). Each and every one of the interventions listed above are already underpinned by evidence and we are confident that they positively impact access, whether directly at York or at other higher education institutions regionally and nationally. What we hope to achieve through this audit is reaffirmation of these impacts and an evidence base which will enable us to potentially revise our programme of activity and focus resource as efficiently and effectively as possible. We will also conduct Evaluability Assessments with a view to formulating the best approach to evaluating our programmes and policies. Resulting Theory of Change models and Logic Chains (which outline how and why a desired change is expected to happen in a particular context) will result in more effective interactions with clear evaluation outcomes. We will take care to account for, and understand the intersectionality of, underrepresentation, to ensure that we are robustly evaluating not only what is working (and what is not working), but for whom and in what context. All of this work will be completed ready for the start of the 2020/21 academic year.

Partnerships and collaborations - The University currently works innovatively in this area through a partnership with North Yorkshire County Council (NYCC) which provides opportunities for Care Leavers to visit York's campus for various events. In the last year we supported and hosted a conference, #CareLeaversCan, in partnership with NYCC, which attracted over one hundred Care Leavers onto campus. We plan to strengthen this partnership and foster new partnerships with other neighbouring local authorities. We are also actively involved with our local NCOP and their Outreach Hubs, and are in the process of developing a collaborative project which will be specifically targeting young people in care and Care Leavers. The University of York will be purchasing 'Corporate Parenting' training from Who Cares? Scotland to share in best practice examples from other providers.

Financial support - The University of York will continue to offer bursaries and scholarships to students who have overcome barriers. Our full offering is detailed in Section 4 and support is available for students from low-income households, Care Leavers, first-generation and BAME students. We are currently undergoing a large-scale review of our financial support packages, guided by the OfS Financial Support Evaluation Toolkit. This evaluation will build upon previous internal evaluations which have analysed our offering as a whole, however going forward we will aim to provide a more granular view of our scholarships and bursaries, looking at disaggregated groups via a multivariate methodology. This review will be completed by the end of the 2019/20 academic year.

Student voice - Feedback from our APP focus groups stated that there needs to be more diversity in publications, online and at Open Days and Visit Days, in order for students from different underrepresented groups to feel welcome and then consider making an application to York. We have therefore committed to guaranteeing students from our three key underrepresented groups, as well as Mature students, an interview if they apply to become a University of York Student Ambassador from 2019/20 onwards. We will continue to build on existing relationships with our Student Societies and Networks, to increase their presence at Open Days and outreach events, and to help us better understand what can be done to make the University more attractive and appealing to students from these underrepresented groups.

Care leavers - The University is currently creating a Care Leaver Covenant[27] submission based upon the principles set out in the recent DfE guidance[28]. To that end, the University will commit (from September 2019) to:

---

[22] Schools that have been identified as having the lowest rates of progression to higher education.

[23] Next Step York is a programme of activity that is particularly directed towards students from underrepresented groups and supports them in their application to the University of York.

[24] The York Experience Summer School is an on-campus residential event for students from widening participation backgrounds aimed at providing attendees with the opportunity to experience both the academic and social aspects of university life.

[25] The Excellence Hub is regional collaboration between the Universities of Leeds, Sheffield and York which runs exciting events for high achieving young people (with priority given to students from underrepresented groups) to help enrich their experiences in school and college.

[26] Realising Opportunities is a collaboration involving 14 research-intensive universities aimed at promoting fair access and social mobility for students from under-represented groups.

[27] Our standard definition for 'care leaver' or 'care experienced' is 'looked after for 13 weeks prior to and including your 16th birthday'.

[28] https://www.gov.uk/government/publications/principles-to-guide-he-providers-on-improving-care-leavers-access-and-participation-in-he/principles-to-guide-higher-education-providers-on-improving-care-leavers-access-and-participation-in-he

- Providing free year-round accommodation on campus for the duration of the course for all care experienced students who meet the standard definition
- Provision of suitable luggage, and the essentials of living (e.g. kitchen and bedding packs upon arrival)
- Provision of storage space for belongings for students accessing a placement year
- Developing and maintaining existing relationships, and creating new relationships with employers to provide specific packaged placements (i.e. placements that include payment, accommodation, travel expenses and support) that are ring-fenced for our care experienced population
- Continuing to provide our Rent Guarantor scheme, cited as good practice in the recent DfE guidance

Other groups - Whilst we are specifically setting access targets for the three underrepresented groups stated in Section 2, we will continue to further explore, and engage in, activity to widen participation with other groups; namely Mature Students, Carers, people estranged from their families, people from Gypsy, Roma and Traveller communities, Refugees and children of military families. We also expect that interventions directed specifically at other underrepresented groups will have a positive impact on these 'Other Groups' owing to certain intersections between different characteristics, and we expect this to be particularly relevant to Mature students. As mentioned in our Assessment of Performance, we recognise that we have an underrepresentation of Mature students at York. Whilst we do not feel able to commit to a specific target around Mature access we are committed to addressing this gap and will take steps to make improvements wherever possible. We have recently developed a 'Returning to Education as a Mature Student' MOOC[29], which will be available from July 2019 and will look to develop further resources following some initial evaluation. To help Mature Students from lower-income households (less than £35,000 p.a.), we will also be introducing:

- Mature Student (or Returner Learner) Bursaries: 10 awards of £3,000 for eligible First Year students
- Current Mature Student Bursaries (year 2; year 3): 10 awards each of £1,100

Progress towards our targets will be monitored and included in our annual Impact Report. Whilst our targets are set over five years, we recognise the need to track our advancement towards these, and specifically against our yearly milestones. Our Impact Reports will act as a formal vehicle for our progress to be scrutinised by the OfS, our Student Expert Panel and our Governing Body. We will also be transparent in our financial reporting on our Access and Participation activity, and we welcome the more granular categorisation of spending profiles supplied by the OfS, in particular the addition of a Research and Evaluation investment forecast. Previous spend in this area would have been split across different categories and this has resulted in a perceived reduction in our access spend across the duration of this Plan. We want to be clear that this perceived reduction is due to a change in accounting only and does not reflect an actual reduction in access investment.

3.2.1.4 Strategic Project 4: Creating an environment where every student can succeed

As a university we understand that widening participation is not limited to improving diversity and equality at the point of access, and we are therefore fully committed to supporting our students across all stages of the student lifecycle. We know that there is a clear relationship between attainment and continuation, and the obvious need to retain our students in order for them to succeed and attain the best possible outcomes. For this reason we will continue to support our students, especially those from underrepresented groups, to ensure that they feel engaged with university life and have a sense of belonging to York's community.

Strategic measures, timescales and milestones

Institution-wide retention project review - We have recently undertaken a review of retention and continuation across the University. Whilst this review was concerned with our student body as a whole, and was not specific to students from underrepresented groups, it did identify certain demographic cohorts that were more likely to leave their studies than others. A number of measures were put in place as a result of this review from late 2017 and these will be monitored and reviewed annually. Again, the measures that were introduced were not designed to specifically target BAME students, but we would expect them to have a positive impact on this group nonetheless. The Evaluation and Evidence Team will build upon the work of this review over the course of the 2019/20 academic year to investigate further the link between ethnicity and continuation and we are committed to continually reviewing and adapting interventions as necessary.

Investment in University staffing - We will continue to invest in central support capacity over the course of the Plan, in the form of Faculty Learning Enhancement Project Managers, to assist academic departments in analysing and addressing any gaps in attainment in their areas, through the use of subject level TEF data. We will continue to fund our WP Academic Skills Coordinator who is responsible for supporting the Academic Assignment element of our current access programmes and ongoing support for Mature students. Building on this existing work it is expected that this role will develop over the course of the Plan to include a remit for creating new and more bespoke interventions for other underrepresented groups, as well as having more of a focus on evaluation and reflection.

We have heavily invested in our Student Support in recent months with five new posts recruited between January and March 2019. These posts have a range of responsibilities covering student advice as well as undertaking targeted work with underrepresented groups. The team now has a strategic lead and named contact for each of the key underrepresented groups as identified by the OfS, and increased capacity for thorough and robust evaluation of engagement and interventions. A great deal of work has already been carried out by the existing team for Mature and Care Experienced students, and this is being built upon ready for roll-out to the other identified groups from September 2019. The aim is to provide a much more targeted service but in a fully integrated and inclusive way, so that underrepresented groups do not feel singled out or 'labelled'. During the 2019/20 academic year the team will also be working to raise the profile of the

---

services offered to students, linking up with external networks and joining up in a much more timely fashion with colleagues in Student Recruitment and Admissions.

Existing interventions - We are fully committed to creating a better learning community and understand the positive impacts this can have on a student's engagement with University life. We already have a number of existing initiatives that are focussed on improving attainment with our student population and evaluation of these initiatives suggests that these have a positive impact on so-called 'imposter syndrome' amongst some of our underrepresented groups. Our Academic Skills Centres are open to all students who are wanting to develop their mathematical and statistical or written skills. This support is designed to support students with transitioning to a more academic and independent way of study. We also have a huge suite of academic integrity resources available to all students and have a compulsory online module that ensures all students have a baseline knowledge of the standards required. Over the last two years the Academic Skills team have developed a programme of Peer Assisted Learning where second and third year students are trained to support first year students through identified 'threshold modules'. Initially piloted with three academic departments, positive feedback has meant that the programme is now running with a further 9 and there are plans to increase this further in line with demand over the course of this Plan.

New interventions - We will build on our current academic skills workshops targeted at Mature students to include a broader range of sessions designed and delivered by our postgraduate students, including a 'Returning to Education' module to be offered to Mature students early in their studies. We will also develop transitional workshops around second and third year and will work with departments to develop bespoke interventions directed at specific identified needs. Our Student Support team plan to employ four Mature Student Interns per year from September 2019 to support with the evaluation of activity, event administration and delivery. In 2019/20 we will be offering subsidised on-campus B&B accommodation for commuting Mature students living more than 30 miles away to take up to three nights' accommodation per academic year, with a view to making it easier for these students to complete their studies, but to also take part in social events and aid engagement. We will deliver BAME specific transitional activities that aim to introduce students to the different Societies, Networks, opportunities and available support. A BAME Welcome Event is being organised for the start of the 2019/20 academic year, which we hope will create a feeling of belonging amongst this group and foster engagement with the University from the very beginning of their journey. During the 2019/20 academic year our Student Support team will also explore the possibility of creating a virtual Summer School for students at the end of their first year, to ensure that students remain engaged over the summer break, a point which has been identified as a pivotal with regards to continuation. Feedback from our APP Focus Groups highlighted that collaboration with our BAME Societies and Networks, as well as our Students' Union (YUSU), will be key to developing effective interventions for this group and we commit to do this over the course of the Plan.

3.2.1.5 Strategic Project 5: Equipping our students to achieve the best outcomes

Our analysis of the data coupled with feedback from our student body has highlighted that we have a number of strengths in the area of progression. Whilst we have not formally set ourselves any targets around progression we do nonetheless recognise the importance of ensuring that all of our students, regardless of background, have equal access to opportunities that will enhance their skills and experience in order for them to achieve the best outcomes. We are committed to maintaining and, where possible, improving, our current standards around progression.

Strategic measures, timescales and milestones

Investment in University staffing - The Careers and Placements Team have recently appointed a dedicated Widening Participation Careers Officer. This post is responsible for ensuring that all careers activities and interventions are inclusive and have been designed with underrepresented groups in mind. In addition to this the Officer acts as the link between Careers and Student Support which ensures that services are joined up across the student journey. This post also has support from a Data Analyst who has been pivotal to evaluating activity and tracking student engagement from an Access and Participation perspective.

Existing programmes - Our Assessment of Performance has shown that progression is the lifecycle stage where we perform the best. This is echoed in the feedback that we received from our students during our APP focus groups who were overwhelmingly positive about the opportunities and support provided by our Careers Service. For these reasons we will continue with our existing programmes and are confident that will continue to add value and have a positive impact on our underrepresented groups. Alongside the in-house employability suite of activities the three interventions that were particularly well-regarded by our student focus group participants were the York Strengths[30] programme, which is designed to help students achieve their full potential through online exercises and a full Development Day, the York Futures Scholarship[31] which funds students to access opportunities that give them a head start in the job market and York Students in Schools (YSIS)[32] where York students undertake voluntary placements in local schools.

3.2 Evaluation strategy

In order to achieve our strategic objective to produce robust and research informed analysis, the University of York has invested in a new Evaluation and Evidence Team, which is now in place. Prior to this, members of the Widening Participation Team have been working with an external consultant to develop Theory of Change models for our flagship sustained engagement programmes[33] which provide pupils with ongoing support. The approach to evaluation has

---

[30] https://www.york.ac.uk/students/work-volunteering-careers/skills/york-strengths/strengths/
[31] https://www.york.ac.uk/students/finance/bursaries-scholarships/yorkfuturesscholarship/
[32] https://www.york.ac.uk/students/work-volunteering-careers/skills/volunteer/volunteeropportunities/ysis/
[33] Our three flagship widening participation programmes are as follows: Green Apples is a collaborative project between the University of York, York St John University, York College and Askham Bryan. The scheme has been in place since 1998 and its aim is to engage with pupils over an extended period of time to raise aspirations about higher education. Shine is open to pupils in Year 6 to 11 who have been identified by their school as being high achieving and are from a group

additionally been guided by the ongoing research into WP and postgraduate study by Professor Paul Wakeling and Dr Sally Hancock (Department of Education). They have been working with those involved in WP to support evaluation, which in turn has been used to develop practice. The University of York is also subscribed to the Higher Education Access Tracker (HEAT), and will continue to use this service to monitor and track participants of outreach interventions.

Going forward, the Evaluation and Evidence Team will continue to commit to a whole institutional approach to widening access, ensuring that a whole lifecycle approach is adopted, involving staff from departments and services from across the institution, and enforcing a clear and explicit institutional commitment to WP, defining target groups and expected outcomes as appropriate. The team is also committed to working with students as co-creators of knowledge, ensuring learner voice is central to our approach through consultation or via participatory action research approaches.

The approach to the design of outreach programmes at York is that they are underpinned by evidence, so that we ensure that interventions have clear aims and are addressing genuine areas of concern. As well as using the OfS Self-Assessment Tool for continual strategic monitoring, the Evaluation and Evidence Team will be developing Logic Chains for new programmes and reviewing current Logic Chains to ensure that investment, activities, planned outputs and desired outcomes and impact are well articulated. Programmes are targeted, taking into account a variety of indicators so that we directly reach those who can benefit most from our interventions. They are also monitored and evaluated, so that activity can be adjusted and developed depending on our assessments of impact. Additionally, where appropriate, the programmes are collaborative, so that the reach of our activities is extended as far as possible.

The impact evaluation of our interventions will aim to account for both the positive and intended impacts, and also any unintended or negative impacts. Formal evaluation plans will be put in place to ensure the most effective approach to evaluation is taken to assess these. The formation of these plans will scrutinise the element of proportionality, and will involve an analysis of the activity type, existing evidence, programme complexity, amount of investment and local constraints in order to determine the most effective Evaluation Type as per the Office for Students' (OfS) Standards of Evidence guidance. Evaluation will not just be considered, but embedded into the design of new programmes and activity, and the plans will include robust project planning and risk management, with data sources and collection methods clearly identified and planned through the logic chain models. The Evaluation and Evidence Team will ensure that the evaluation and activities are ethically approved and legally sound through consultation with internal departments and professionals.

Communications around, and reporting on results will be transparent regarding evaluation conclusions and limitations, and claims of impact will be well scrutinised by a range of key stakeholders, with the quality and type of evidence generated being taken into account. Maintaining the whole institutional approach to widening participation means that engagement with the evaluation process will remain high and will permeate different roles and levels within the institution to learn from the evaluation results. Evaluation is also a key part of the project planning cycle and there is a commitment to good communication of results, in order to ensure that evidence is not only produced, but that it is accessible, and rigorous enough to influence future practice, including the refinement of interventions. This will help to inform practice and choice of activities moving forward to improve the efficiency of the overall WP strategy. Results will also be shared externally where appropriate and the Evaluation and Evidence Team anticipate a high level of engagement with the TASO.

It is hoped that the strategy outlined above, and the prioritisation of evaluation will strengthen the impact of our widening access work and enable us to produce high quality and robust evidence to inform not only our own practice moving forward, but make a significant contribution to the national agenda through working collaboratively and sharing best practice with our colleagues across the sector.

3.3 Monitoring progress against delivery of the plan

Our governing body, the Council, is responsible for the approval of this Access and Participation Plan. The University Executive Board (UEB) and University Teaching Committee on behalf of Senate, provide a range of information to Council as the basis for the approval, including how the Plan forms part of a wider Access and Participation Strategy and upholds and aligns to the University's institutional strategy. Council received a detailed presentation on the principles underpinning the Plan and its underpinning objectives and data at its May 2019 meeting and were invited to feedback and actively contribute to the Plan and the feasibility of its targets, as an outcome of which it granted its approval to it. Any subsequent amendments or resubmissions will also be approved by Council, noting that approval for any minor amendments and additions has been delegated to be taken by Chair's Action where this is expedient.

Oversight for the design and delivery of the Plan, and for ensuring compliance with the provisions of the Plan rests with the Access and Participation Steering Group (APSG), chaired by the Pro-Vice-Chancellor for Teaching, Learning and Students, which reports to the University Teaching Committee. As Chair of the Committee, the Pro-Vice-Chancellor reports annually to the Senate and the Council highlighting successes, opportunities and risks. The Group is responsible for the access and participation strategy to ensure that it is aligned with local and national widening participation agendas. The Director of Planning's role on the group is to ensure that the access and participation strategy informs, and is informed by, other areas of strategic work. The University's Executive Board (UEB) is responsible for risk management across the University and the Pro-Vice-Chancellor's membership of this group ensures appropriate escalation. The University's Head of Equality, Diversity and Inclusion (EDI) is a member of the APSG which ensures alignment with the University's EDI Strategy and that the impact of activities within the plan are given proper assessment. Audit and Risk Committee will provide additional, annual assurance to Council on compliance with the provisions of the Plan, given the Plan's status as a statutory return and key registration condition.

---

that is currently under-represented at university. Next Step York is a programme of activity that is particularly directed towards students from underrepresented groups and supports them in their application to the University of York.

The APSG is supported by the Access and Participation Monitoring and Evaluation Group (APMEG), chaired by the Director of Planning. APMEG is structured to mirror the workstreams needed to deliver our five strategic projects as set out in section 3.2.1, and has cross-institutional membership. APMEG will report on progress towards project milestones and identify risks to both delivery and outcomes to enable the APSG to take appropriate action and make appropriate adjustments.

There is student representation on both APSG and APMEG, to ensure that we are held fully to account and our student body is involved in helping us to shape our strategies and measures at the earliest stage. The Evaluation and Evidence Team takes the lead on monitoring progress against the targets and strategies set out in the plan, and will prepare the annual access and participation Impact Reports for submission to the OfS. Where appropriate, this may be accompanied by an action plan which sets out any improvements to our strategy. The report will include a narrative on the results of our Self-Assessment Tool, as well as input from our student body.

4. Provision of information to students

The University of York recognises the importance in providing high quality information, advice and guidance to all students at all stages and follows the Competition & Markets Authority guidelines to ensure that all material information relating to fees and financial support is accurate, accessible, clear and timely. To comply, we ensure that our fees are published online[34] by 1st September for the following year. The University is committed to ensuring that all available information and processes relating to obtaining financial support are clearly explained for both prospective and current students. In addition, we provide information in our annual Undergraduate Prospectus[35], as well as information sessions in schools and colleges, during on-campus events such as Open Days, Taster Days, residential visits and at our annual Teachers' Conference. For schools and colleges, we provide support for both students and staff through a full programme[36] of talks and guidance sessions by experienced staff and, where appropriate, our Student Ambassadors.

At the point of offer, prospective students receive, as part of their offer letter, the quoted tuition fee cost for their course. In addition, students will receive information[37] relating to financial support that is available, including bursaries & scholarships, hardship and emergency funding, as well as more general advice on living costs and budgeting[38]. We are currently undergoing a large-scale review of our financial support packages. The existing offer is detailed below and further details can be accessed on our website[39].

Bursary/ Scholarship*	Eligibility	Year 1	Subsequent years	Number awarded in 2017/18
York Bursary	Residual household income £0 - £25,000	£2,000	£1,100	3,198
	Residual household income £25,001 - £35,000	£2,000	£1,000	
Foundation Year Bursary	Residual household income £0 - £25,000	£5,600 fee waiver	Eligible for York Bursary as above in subsequent years	59
	Residual household income £25,001 or more	£3,000 fee waiver	Eligible for York Bursary as above in subsequent years if household income is less than £35,000	
Care Leaver Bursary	Experience of being in the care of local UK authority or national Foyer Federation	£3,000	Year 2: £2,500 Final Year: £2,500 plus £1,000 for graduation and interview costs	20
Equal Access Scholarships	Students seeking refuge in the UK	Full fee waiver plus maintenance award of up to £10,660		5
The York Opportunity Awards	Students from underrepresented groups (ethnic minority, first generation, care leaver, disability) who have faced significant barriers to their education	£1,100	£1,100	31

*There are also a number of subject-specific awards available and further details are listed on our website[40].

[34] https://www.york.ac.uk/study/undergraduate/fees-funding/
[35] https://www.york.ac.uk/media/study-new/undergraduate/University%20of%20York_UG%20Prospectus_2020_web.pdf
[36] https://www.york.ac.uk/schools-and-colleges/
[37] https://www.york.ac.uk/students/finance/
[38] https://www.york.ac.uk/study/undergraduate/fees-funding/living-costs/
[39] https://www.york.ac.uk/study/undergraduate/fees-funding/uk-eu/scholarships/
[40] https://www.york.ac.uk/study/undergraduate/fees-funding/uk-eu/scholarships/

By 2020/21 entry, we aim to automatically provide prospective students who meet our eligibility criteria tailored communications relating to the financial support that is available to them and include the relevant links. The University has a dedicated Student Support Team and current students are informed of the financial support that is available via the University's web pages, welcome talks, information screens located around campus, social media and University and Student Union Welfare Advisers.

Access and participation plan
Fee information 2020-21

Provider name: University of York

Provider UKPRN: 10007167

Summary of 2020-21 entrant course fees

*course type not listed

Inflationary statement:

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

Table 4a - Full-time course fee levels for 2020-21 entrants

Full-time course type:	Additional information:	Course fee:
First degree	(non MBBS)	£9,250
First degree	Medicine Students MBBS	£9,250
Foundation degree	*	*
Foundation year/Year 0		£9,250
HNC/HND	*	*
CertHE/DipHE	*	*
Postgraduate ITT		£9,250
Accelerated degree	*	*
Sandwich year		£1,350
Erasmus and overseas study years		£1,350
Other	*	*

Table 4b - Sub-contractual full-time course fee levels for 2020-21 entrants

Sub-contractual 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	*	*

Table 4c - Part-time course fee levels for 2020-21 entrants

Part-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	*	*

Table 4d - Sub-contractual part-time course fee levels for 2020-21 entrants

Sub-contractual part-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	*	*

Targets and investment plan
2020-21 to 2024-25

Provider name: University of York

Provider UKPRN: 10007167

Investment summary

The OfS requires providers to report on their planned investment in access, financial support and research and evaluation in their access and participation plan. The OfS does not require providers to report on investment in student success and progression in the access and participation plans and therefore investment in these areas is not recorded here.

Note about the data:
The investment forecasts below in access, financial support and research and evaluation does not represent not the total amount spent by providers in these areas. It is the additional amount that providers have committed following the introduction of variable fees in 2006-07. The OfS does not require providers to report on investment in success and progression and therefore investment in these areas is not represented.

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

Table 4a - Investment summary (£)

Access and participation plan investment summary (£)	Academic year				
	2020-21	2021-22	2022-23	2023-24	2024-25
Total access activity investment (£)	£2,715,299.75	£2,706,411.68	£2,734,205.91	£2,739,811.70	£2,735,120.86
Access (pre-16)	£1,197,747.71	£1,183,017.41	£1,186,674.48	£1,178,792.28	£1,168,507.46
Access (post-16)	£1,107,808.44	£1,120,398.42	£1,137,326.88	£1,147,873.59	£1,155,022.28
Access (adults and the community)	£138,113.80	£137,226.20	£138,112.08	£136,419.07	£135,953.69
Access (other)	£271,629.80	£265,769.65	£272,092.47	£276,726.76	£275,637.44
Financial support (£)	£6,201,453.17	£6,036,541.55	£6,125,690.90	£6,129,564.90	£6,124,456.90
Research and evaluation (£)	£443,241.74	£454,492.21	£465,988.86	£469,462.62	£476,356.08

Table 4b - Investment summary (HFI%)

Access and participation plan investment summary (%HFI)	Academic year				
	2020-21	2021-22	2022-23	2023-24	2024-25
Higher fee income (£HFI)	£37,584,040.00	£37,128,705.00	£37,815,650.00	£37,815,650.00	£37,815,650.00
Access investment	7.1%	7.2%	7.1%	7.1%	7.1%
Financial support	16.0%	15.8%	15.7%	15.8%	15.8%
Research and evaluation	1.2%	1.2%	1.2%	1.2%	1.3%
Total investment (as %HFI)	24.2%	24.2%	24.1%	24.1%	24.1%

Targets and investment plan
2020-21 to 2024-25

Provider name: University of York

Provider UKPRN: 10007167

Targets

Table 2a - Access

Aim (500 characters maximum)	Reference number	Target group	Description (500 characters maximum)	Is this target collaborative?	Data source	Baseline year	Baseline data	Yearly milestones 2020-21	2021-22	2022-23	2023-24	2024-25	Commentary on milestones/targets (500 characters maximum)
To reduce the gap in participation in HE for students from underrepresented groups	PTA_1	Low Participation Neighbourhood (LPN)	To increase the proportion of young, full-time undergraduate entrants from POLAR4 Q1 by 2.5 percentage points, from 7.8% to 10.3%, by 2024/25.	No	The access and participation dataset	2017-18	7.8%	8.0%	8.4%	8.8%	9.5%	10.3%	
To reduce the gap in participation in HE for students from underrepresented groups	PTA_2	Low Participation Neighbourhood (LPN)	To increase the proportion of young, full-time undergraduate entrants from POLAR4 Q2 by 2.5 percentage points, from 12.4% to 14.9%, by 2024/25.	No	The access and participation dataset	2017-18	12.4%	12.8%	13.2%	13.9%	14.4%	14.9%	
To reduce the gap in participation in HE for students from underrepresented groups	PTA_3	Ethnicity	To increase the proportion of Black, young, full-time undergraduate entrants by 1.2 percentage points, from 2.4% to 3.6% by 2024/25.	No	The access and participation dataset	2017-18	2.4%	2.6%	2.8%	3.0%	3.3%	3.6%	
To reduce the gap in participation in HE for students from underrepresented groups	PTA_4	Care-leavers	To increase the proportion of Care Experienced, young, full-time undergraduate entrants by 0.15 percentage points, from 0.15% to 0.3%, by 2024/25.	No	SLC data	2018-19	0.15%	0.17%	0.21%	0.24%	0.27%	0.3%	Approximately 64 in every 10,000 children are Care Experienced. This target represents a doubling of our current Care Experienced population for a demographic where 6% attend HE.
	PTA_5												
	PTA_6												
	PTA_7												
	PTA_8												

Table 2b - Success

Aim (500 characters maximum)	Reference number	Target group	Description	Is this target collaborative?	Data source	Baseline year	Baseline data	Yearly milestones 2020-21	2021-22	2022-23	2023-24	2024-25	Commentary on milestones/targets (500 characters maximum)
To reduce the non-continuation gap for students from underrepresented groups	PTS_1	Ethnicity	To close the gap between Black and White student continuation (by raising the continuation rates of Black students) reducing the gap by 4 percentage points, from 8% to 4%, by 2024/25.	No	The access and participation dataset	2016-17	8%	7.2%	6.4%	5.6%	4.8%	4%	This will be an interim target for 12 months, during which time we will work to understand this gap further. Following this analysis we will reassess the level of ambition and may set a revised aim. This target will be reviewed by 1st August 2020
To reduce the attainment gap for students from underrepresented groups	PTS_2	Low Participation Neighbourhood (LPN)	To close the gap between LPN and non-LPN student attainment (by raising the attainment of POLAR4Q1-3 students) reducing the gap by 2 percentage points from, 3.5% to 1.5% (aggregate), by 2024/2025.	No	The access and participation dataset	2017-18	3.5%	3.2%	2.9%	2.5%	2%	1.5%	The aggregate value is a calculation of the sum of each individual POLAR4Q value divided by the number of values i.e. (Q1 + Q2 + Q3)/3. Current value of 82.3%.
To reduce the attainment gap for students from underrepresented groups	PTS_3	Ethnicity	To close the gap between BAME and White student attainment (by raising the attainment of BAME students) reducing the gap by 3 percentage points from 11% to 8% by 2024/2025.	No	The access and participation dataset	2017-18	11%	10.5%	10%	9.5%	9%	8%	This will be an interim target for 12 months, during which time we will work to understand this gap further. Following this analysis we will reassess the level of ambition here and may set a revised aim. This target will be reviewed by 1st August 2020
To reduce the attainment gap for students from underrepresented groups	PTS_4	Mature	To close the gap between Mature and Young (under 21) student attainment (by raising the attainment of Mature students) reducing the gap by 6.5 percentage points from 17% to 10.5% by 2024/2025.	No	The access and participation dataset	2017-18	17%	15.7%	14.4%	13.1%	11.8%	10.5%	Subject mix accounts for 6.47% of this gap.
To reduce the attainment gap for students from underrepresented groups	PTS_5	Low Participation Neighbourhood (LPN)	To close the gap between LPN and non-LPN student attainment (by raising the attainment of POLAR4Q1 students) reducing the gap by 2 percentage points from 4% to 2% by 2024/2025.	No	The access and participation dataset	2017-18	4%	3.8%	3.5%	3%	2.5%	2%	This will be an interim target for 12 months, during which time we will work to understand this gap further. Following this analysis we will reassess the level of ambition here and may set a revised aim. This target will be reviewed by 1st August 2020
To reduce the attainment gap for students from underrepresented groups	PTS_6	Ethnicity	To close the gap between Asian and White student attainment (by raising the attainment of Asian students) reducing the gap by 7 percentage points from 14% to 7% by 2024/25.	No	The access and participation dataset	2017-18	14%	12.6%	11.2%	9.8%	8.4%	7%	This will be an interim target for 12 months, during which time we will work to understand this gap further. Following this analysis we will reassess the level of ambition here and may set a revised aim. This target will be reviewed by 1st August 2020
To reduce the attainment gap for students from underrepresented groups	PTS_7	Ethnicity	To close the gap between Black and White student attainment (by raising the attainment of Black students) reducing the gap by 8.5 percentage points from 17% to 8.5% by 2024/25	No	The access and participation dataset	2017-18	17%	15.3%	13.6%	11.9%	10.2%	8.5%	This will be an interim target for 12 months, during which time we will work to understand this gap further. Following this analysis we will reassess the level of ambition here and may set a revised aim. This target will be reviewed by 1st August 2020
To reduce the attainment gap for students from underrepresented groups	PTS_8	Other	To close the gap between IMD Q1 and IMD Q5 student attainment (by raising the attainment of IMD Q1 students) reducing the gap by 5.5 percentage points from 11% to 5.5% by 2024/2025.	No	The access and participation dataset	2017-18	11%	9.9%	8.8%	7.7%	6.6%	5.5%	This will be an interim target for 12 months, during which time we will work to understand this gap further. Following this analysis we will reassess the level of ambition here and may set a revised aim. This target will be reviewed by 1st August 2020

Table 2c - Progression

Aim (500 characters maximum)	Reference number	Target group	Description	Is this target collaborative?	Data source	Baseline year	Baseline data	Yearly milestones 2020-21	2021-22	2022-23	2023-24	2024-25	Commentary on milestones/targets (500 characters maximum)
	PTP_1												

	PTP_2										
	PTP_3										
	PTP_4										
	PTP_5										
	PTP_6										
	PTP_7										
	PTP_8										