



Access and Participation Plan 2019/20

1. Introduction

The University of York was established under principles of equality of access and social inclusion, anchored by the highest standards of academic achievement. Since our inception we have been one of the most socially diverse among our peers. A report by Reform¹ in September 2017 ranked York second out of 29 high-tariff institutions for our track record in increasing access for disadvantaged students from 2011-12 to 2015-16.

We have established ourselves as a successful research-intensive university that aims to admit the most able students from a wide diversity of backgrounds, provide excellent support and opportunities while they are with us, and prepare them well for their future careers.

We recognise that we have a responsibility to contribute to the national widening participation agenda. This means raising aspiration and supporting increased attainment among young people and ensuring that these objectives are reflected in our own admissions outcomes. Through our teaching and learning, non-academic activity and support structures, including our colleges, we aim to ensure that our students are afforded every opportunity for success throughout the student lifecycle.

As well as contributing to the national widening participation landscape, our ambition is also to be a major local and regional force for encouraging aspiration and achievement. Much of our public engagement targets children and families and regular events – for example Yornight, Science Trails and the [York Festival of Ideas](#) - all contribute and are deliberately free in order to ensure there are no barriers.

The University Plan for 2014-2020 and our Access and Participation Plan for 2019/20 confirm our commitment to widening participation both in relation to the profile of our own students and their success and future opportunities, and to raising aspiration and supporting attainment more widely through our collaborative and other work.

A focus on underrepresented groups is now embedded across the University. Our capacity to monitor our performance has improved and become more sophisticated in recent years and we will continue to improve our capacity to identify and address gaps in both our provision and our students' outcomes across all stages of the student lifecycle: access, success and progression.

In this, our first Access and Participation Plan, we have reviewed our performance and activities and mapped out a way forward to maintain and enhance our position as one of the most inclusive higher education providers in our peer group.

2. Governance and consultation with students and staff

Oversight of delivery of the annual Access and Participation Plan and for ensuring compliance with the provisions of the plan rests with the Access and Participation Working Group (APWG), 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 Senate and University Council highlighting successes, opportunities and risks. The Group is responsible for the access, success and progression strategy to ensure that it is aligned with local and national widening participation agendas. The University's Executive Board is responsible for

¹ Joining the elite: how top universities can enhance social mobility, *Reform Research Trust, September 2017*. 'High-tariff' is defined as English universities which are either a member of the Russell Group or have entry tariffs higher than the lowest in the Russell Group.

risk management across the University and the Pro-Vice-Chancellor's membership of this group ensures appropriate escalation. The APWG is supported by the Tracking and Monitoring sub-group. Both meet termly, with the sub-group reporting to the main group at each meeting. Tracking and Monitoring sub-group reports will identify progress towards target and identify risks to both delivery and outcomes to enable the APWG to take appropriate action/make appropriate adjustments. Responsibility for risk identification and the management of risk are specified in the Terms of Reference for the APWG.

The University's Head of Equality and Diversity is a member of the APWG which ensures alignment with the University's E, D & I Strategy and that the impact of activities within the plan is given proper assessment.

The Group is underpinned by an Access and Participation Planning sub-group responsible for preparation of the Plan and a Tracking and Monitoring sub-group responsible for monitoring the impact of initiatives and progress towards targets.

Our Widening Participation Forum provides a cross-University forum for discussion of and consultation about matters relating to Access and Participation.

At York, there is a longstanding and deeply embedded culture of the University and its students working in partnership. Students are represented on all major University committees and, through a 'course rep' system led by our Students' Union, are active members of departmental Boards of Studies and other bodies. Specifically in relation to activities under the APP, the President of YUSU plays an integral role in the University's Access and Participation Planning Group. Representatives of both the Students' Union and the Graduate Students Association are full members of the University Teaching Committee. Membership of Senate includes the Students' Union President and Academic Officer, the President of the Graduate Students' Association plus three undergraduate students and one graduate student elected by the student body. To help deliver our activities and interventions we employ a team of Student Ambassadors many of whom are themselves from underrepresented groups. These ambassadors also help us review and improve our programmes, reflecting on their own experience.

In the coming year, we will be working with our Students' Union to extend our engagement with students to promote an inclusive conversation with students from a wide range of backgrounds as we develop our Access and Participation Plans for the future.

In recent years, our dialogue with mature students, disabled students, care leavers and other key groups including students from particular faiths or BAME backgrounds has developed greatly, and we continue to engage regularly with students and staff to ensure our direction of travel is the right one. YUSU has established a new part-time Working Class and Social Mobility Officer post. This shows a clear commitment from YUSU to work with the University to address some of the issues identified in our Assessment of Current Performance. A further opportunity is provided by the new [Together York](#) initiative, which is designed to promote and enhance the collaboration between York and its student organisations around three themes: scholarship, respect and purpose.

The President of YUSU plays an integral role in the University's Access and Participation Planning Group. The targets, aspirations and financial support packages in the Access and Participation Plan have been developed in discussion within this Group and have the support of the YUSU President and other officers.

3. Assessment of current performance

We have reviewed our current and historic performance using an appropriate range of statistical sources including published HESA data, TEF metrics, Destinations of Leavers from Higher Education (DLHE), as well as data from our own internal monitoring of student access, success and progression.

We have an ongoing commitment to monitoring all areas of the student lifecycle in order to understand our strengths and weaknesses and improve and enhance our provision as appropriate. There are established protocols for an annual cycle of monitoring and interpreting both internal and external data and for appropriate benchmarking against the sector and mission groups across the

student life-cycle. Our approach involves both academic and professional support staff in the compilation and consideration of the available data. Key Performance Indicators and proposals for enhancement of activity are monitored on an ongoing basis, through the governing body (Council), Senate, University Teaching Committee and the University Executive Board.

In order to improve our understanding, we ask our leading academics and specialist support staff within the Business Intelligence Unit to undertake an in-depth statistical analysis every two years. This seeks to identify whether certain student characteristics impact on outcomes for students across the student lifecycle. The outcomes from this analysis help us to understand our own performance and are appropriately incorporated into University thinking. Although this analysis seeks to cover the key elements of the University's approach across the whole student body, it focuses on students from areas of low higher education participation, low household income and/or low socioeconomic status backgrounds, as well as students of particular ethnicities, mature students and students with disabilities.

Although care leavers are prioritised for participation in all of our outreach programmes, numbers remain low (n. 15² -0.4% of undergraduate home entrants in 2016/17), which means that analysis will not produce statistically significant results. Statistically significant analysis of the intersectionality of students from widening participation backgrounds has not proved practicable due to low numbers. For example in 2016/17, the number of students who were both Mature and LPN was less than 40³; the number of students who were both Mature and Disabled was less than 60⁴ and the number of students who were both mature and BAME was less than 50⁵.

Our standard analysis is provided in summary form in the table on page 4. Through this work, we have identified the following areas for further consideration: access for mature students; and student success for mature, BAME and students from LPN backgrounds. We now need to do further, deeper analysis in particular of outcome gaps to understand the position better (for example to see whether degree subject or entry qualifications are contributing factors). This further analysis, and the conclusions we draw from it, will influence the development of future interventions and the setting of targets in our future Access and Participation Plans, guided by the outcome of the OfS review of Access and Participation plans and targets later in 2018. Meanwhile the targets previously agreed with OFFA remain (including access for LPN and BAME students and student success for mature students), and the ongoing work towards achieving them will be continued.

Access

We have been working proactively to improve access to our degree programmes for prospective students from disadvantaged backgrounds. This can be shown by a gradual improvement in the percentage of LPN students entering the University and the above benchmark percentage of disabled students entering. In relation to ethnicity, there has been a significant increase in our proportion of BAME entrants since the baseline year of 2012/13 and we are well on the way to meeting the 2020/21 target. The University has shared in the national decline in mature entrants.

Our currently approved OFFA access targets are articulated around the largest variations against benchmark. These include the ambition to increase the proportion of BAME students (to 13.5% of entrants by 2020/21, representing an increase of 1.1 percentage points on the latest figures) and to increase the proportion of students from LPN backgrounds (to 8.5% of the entrant population by 2020, representing an increase of 0.4 percentage points on the latest figures).

² [HESA rounding policy](#) applied

³ Source: HESA Sector Data Purchase

⁴ Source: York internal analysis (SITS data)

⁵ Source: HESA Sector Data Purchase

Office for Students - Access and Participation Plan				York									Sector									Comparison													
Table 1: Assessment of Current Performance: Performance Overview				Indicator						Attainment gap			Indicator						Attainment gap			Indicator			Attainment gap										
The University of York (10007167)				With characteristic			Without characteristic			(with - without)			With characteristic			Without characteristic			(with - without)			York with - Sector with			York attainment gap - Sector attainment gap										
		Data source		Year 1	Year 2	Year 3	Year 1	Year 2	Year 3	Year 1	Year 2	Year 3	Year 1	Year 2	Year 3	Year 1	Year 2	Year 3	Year 1	Year 2	Year 3	Year 1	Year 2	Year 3	Year 1	Year 2	Year 3								
LPN	Access	HESA		7.7	8.7	8.1							7.7	7.9	8.1									0.0	0.8	0.0									
	Success	Continuation	TEF		96.3	96.6		97.4	97.6					96.0	96.3		97.2	97.2							0.3	0.3		-0.1	-0.1						
	Success	Good honours	Internal (HESA)	73	77.7	73.7	84.3	83.9	84	-11.3	-6.2	-10.3	69.2	70.8	72.6	73.4	74.9	76.6							3.8	6.9	1.1	-7.1	-2.1	-6.3					
	Progression	DLHE, Employment and further study	TEF		93.2	93.5		93.3	94.7					93.5	93.9		93.9	94.0								-0.3	-0.4		-0.3	-1.1					
	Progression	DLHE, Highly skilled employment or further study	TEF		70.8	73.4		75.0	77.5					72.2	73.2		75.2	75.6								-1.4	0.2		1.2	-1.7					
Mature	Access	HESA		11.2	9.7	7.2																													
	Success	Continuation	TEF		90.6	90.6		97.2	97.4	0.0	-6.6	-6.8		89.1	90.0		96.8	96.8								-7.7	-6.8		1.5	0.6					
	Success	Good honours	Internal (HESA)	70.1	69.6	69.7	84.9	84.6	85	-14.8	-15.0	-15.3	69.6	71.2	71.4	79.1	81.6	81.2							0.5	-1.6	-1.7	-5.3	-4.6	-5.5					
	Progression	DLHE, Employment and further study	TEF		94.1	94.0		93.3	94.5					94.7	95.1		93.8	93.9								0.9	1.2		-0.6	-1.1					
	Progression	DLHE, Highly skilled employment or further study	TEF		81.3	82.3		74.4	76.9					83.5	83.7		74.0	74.7								9.5	9.0		-2.2	-1.4	2.6	-3.6			
Ethnicity	Access	Internal (HESA)		12.5	12.8	12.6							14.2	14.8	15.8											-1.7	-2.0		-3.2						
	Success	Continuation	TEF		95.9	95.6		96.7	97.0					95.4	95.6		96.2	96.2								-0.8	-0.6		0.5	0.0					
	Success	Good honours	Internal (HESA)	73.3	73.8	77.4	84.4	84.5	84.1	-11.1	-10.7	-6.7	61.9	64	65.5	72.6	73.9	74.2								-10.7	-9.9	-8.7	11.4	9.8	11.9	-0.4	-0.8	2.0	
	Progression	DLHE, Employment and further study	TEF		91.2	93.8		93.6	94.5					91.2	91.4		94.1	94.3									-2.9	-2.9		0.0	2.4		-0.5	2.2	
	Progression	DLHE, Highly skilled employment or further study	TEF		78.0	82.5		74.8	76.8					75.4	75.8		74.8	75.4									0.6	0.4		2.6	6.7		2.6	5.3	
Disability	Access	(NB: total population including overseas & PG)	HESA		12.0	13.1								11.3	12.0											0.0	0.7	1.1							
	Success	Continuation	TEF		96.3	95.5		96.6	96.9					94.7	94.5		96.2	96.3									-1.5	-1.8		1.6	1.0		-1.2	0.4	
	Success	Good honours	Internal (HESA)	80.5	79.3	78.3	81	81.4	81.2	-0.5	-2.1	-2.9	72.6	68.9	63.6	73.6	70.1	64.5									-1.0	-1.2	-0.9	7.9	10.4	14.7	0.5	-0.9	-2.0
	Progression	DLHE, Employment and further study	TEF		90.6	92.9		93.7	94.7					92.4	92.2		94.0	94.3									-1.6	-2.1		-1.8	0.7		1.5	0.3	
	Progression	DLHE, Highly skilled employment or further study	TEF		74.3	76.6		75.1	77.4					74.2	74.4		74.9	75.5									-0.7	-1.1		0.1	2.2		0.1	0.3	

Data Sources and Footnotes

Years	For data sourced from TEF, the year column refers to the aggregate value presented in that year's TEF metrics (i.e. TEF2 = year 2, TEF3 = year 3) since the individual academic year splits within TEF split metrics are not available for analysis.
	For data sourced from HESA data, the year column refers to the historic HESA academic year working backwards from available data (year 1 = 2014/15, year 2 = 2015/16, year 3 = 2016/17)
Data Sources	For data with source 'Internal (HESA)' please note that these derived statistics are formed from a HESA data purchase
	For data with source 'TEF' and 'Year 3', please note that these derived statistics have been provided to the University of York by the Office for Students (HEFCE) for the purposes of the TEF3 assessment.
	For data with source 'TEF' and 'Year 2', these statistics are published under the Open Government Licence (http://www.nationalarchives.gov.uk/doc/open-government-licence/version/3/) and are publicly available at http://www.hefce.ac.uk/it/tef/data/
	For data with source 'HESA', these statistics are published under a CC-BY-4.0 Creative Commons license (https://creativecommons.org/licenses/by/4.0/) by the Higher Education Statistics Agency (HESA) and are publicly available at https://www.hesa.ac.uk/news/01-02-2018/widening-participation-tables/ / https://www.hesa.ac.uk/files/Student_disability_HEP_1516_1617.xlsx / https://www.hesa.ac.uk/data-and-analysis/students/whos-in-he
Indicators and attainment gaps	Across the headers, the data are first summarised by the proportion of the population with a given characteristic who are countable against the metric, e.g. proportion of mature students receiving good honours. This is compared with the equivalent rate in rest of the population (without the characteristic). These figures are presented with an 'attainment gap' showing the difference between the two rates, for both York and the sector position. Due to different methods of benchmarking, the sector data will use a different population basis depending on the metric being reviewed and this is described below. Finally, the comparative difference between York's indicator against the sector indicator for the population with the characteristic is shown, along with the comparative difference between York and sector attainment gaps. Note that due to the exclusion of 'unknown' sub-populations, population sizes and composition vary across the characteristics and so are not necessarily comparable.

Notes specific to individual measures

Access - LPN	From published HESA Performance Indicators Table T1a (UK domiciled young full-time undergraduate entrants, first degree, split by POLAR3 quintiles 1/2 (with characteristic) and 3/4/5 (without); sector benchmark as provided by HESA)
Access - Mature	From published HESA Performance Indicators Table T2a (UK domiciled mature full-time undergraduate entrants, first degree; no sector benchmark provided)
Access - Ethnicity	From HESA Student bespoke data purchase; proportion of full-time first degree entrants declaring black or minority ethnic (excludes those not declaring); excludes students not eligible to pay home fees/eligibility not assessed. Sector comparison uses Russell Group and former 1994 Group institutions as a proxy for attaining a similar tariff and student mix profile
Access - Disability	From contextual information provided by HESA in response to changes to the Disabled Student Allowance; note this population is for all students, not the standard UK Performance Indicators population (https://www.hesa.ac.uk/data-and-analysis/performance-indicators/changes/tdsa-201516-201617)
Success - Good Honours	From HESA Student bespoke data purchase; proportion of qualifiers with first or upper-second class degrees; excludes students not eligible to pay home fees/eligibility not assessed, those with unclassified degrees and clinical medicine students (due to non-classification); students with BAME characteristic value of 'unknown' are excluded from denominator. Sector comparison uses Russell Group and former 1994 Group institutions as a proxy for attaining a similar tariff and student mix profile
Success - Continuation (all characteristics)	From published TEF2 and TEF3 data throughout.
Progression - DLHE, Progression - DLHE, Highly skilled employment or further study (all characteristics)	

Student success

Continuation

Our overall continuation rate remains high (in the top ten percent of absolute values as measured in TEF 3) and continuation rates for students with widening participation characteristics remain at least level or higher than those of the sector. In line with the sector, we have continuation gaps for students with widening participation characteristics. Although relatively small, there are increasing gaps evident for BAME students and students with disabilities.

Our continuation gap for mature students is significant but in line with the sector gap. We are responding to this issue and have an existing target of reducing the non-continuation gap to 6% by 2021. Work is ongoing on this area.

Continuation of students from LPN backgrounds and those with disabilities at York is positive in comparison with the sector, but there is a slight continuation gap when compared to other York students.

Continuation of BAME students at York is in line with the sector but there is a small continuation gap compared to other York students.

Good Honours

Largely there has been little change in our percentage of students from underrepresented groups achieving good honours degrees; however there have been some fluctuations in the last three years. In absolute terms, with the exception of mature students, the percentage of our students from underrepresented groups achieving good honours degrees is better than the sector benchmark.

However, our initial analysis suggests that within York we have consistent attainment gaps for students from LPN backgrounds, and mature students and, to a lesser extent, students with disabilities and BAME students. These areas are now being further investigated to understand the gaps and the individual factors underlying them more fully.

Student progression

DLHE Highly Skilled Employment or further study

Our BAME graduates are increasingly more likely to be in *highly skilled employment or further study* than non-BAME graduates and considerably more when measured against sector benchmark. Our positive progression gap is also considerably better than the sector gap.

In absolute terms our mature graduates are more likely to be in *highly skilled employment or further study* than our young graduates, but the gap is not as positive as the sector in general. Although there is an improvement in absolute performance, our graduates from an LPN background are less likely to be in *highly skilled employment or further study* than those not from a LPN background. This is also the case in the sector, but in the latest data the gap is more pronounced at York. There is a very small difference for our students with disabilities against students without disabilities; however performance amongst our graduates with disabilities has been improving at a faster rate than the sector and the attainment gap is narrower at York than in the sector.

DLHE Employment and further study

Measured against the sector, our BAME graduates and graduates with disabilities are increasingly more likely to be in *employment or further study*. The position for LPN and mature graduates is largely static despite improvement in the sector. Within York students from widening participation backgrounds are generally less likely to be in *employment or further study* than other students.

At York, the gap is decreasing for BAME graduates and graduates with disabilities. However, it is slightly increasing for LPN students and mature students.

4. Ambition and strategy

Our overarching ambitions can be summarised as:

- To remain an **inclusive** institution in accordance with York's original mission
- To contribute to the **local, regional and national** agenda for widening participation and social mobility.
- To maintain an appropriate **balance** between activities linked to the profile of our own students and their success and future opportunities, and those which raise aspiration and support attainment more widely through our collaborative and other work.
- To ensure that our students are supported to achieve their best throughout their studies and beyond
- To continue to work towards stretching **targets** for our main areas of activity
- To develop further our **understanding of our own position** and the progress of our students through the access, success and progression life-cycle in order to identify areas for targeted action.

The strategic approach to all the activity in our Access and Participation Plan is to ensure that all activity is informed by the following principles:

- **Evidence-based**, so that we ensure that interventions have clear aims and are addressing genuine areas of concern;
- **Targeted**, taking into account a variety of indicators so that we directly reach those who can benefit most from our interventions;
- **Sustained**, so that measures and investment are given appropriate time to show a return
- **Monitored** and evaluated, so that activity can be adjusted and developed depending on our assessments of impact;
- **Collaborative** where appropriate and beneficial, so that the reach of our activities is extended as far as possible.

Our [Equality, Diversity and Inclusion Strategy](#) (E, D & I Strategy) provides a cohesive commitment and vision to create a working, learning, social and living environment that will enable all our students and staff to achieve and fulfil their potential. The Strategy's objectives are connected to key University agendas, including learning and teaching, student and academic services, widening participation, internationalisation and the *Together York* declaration.

Our activities within our Access and Participation plan are closely aligned to our actions and objectives within our E, D & I Strategy action plan to ensure a shared approach.

The E, D & I Strategy and the Access and Participation Plan share the ambition of ensuring that our admissions, learning, teaching and assessment processes are fair and inclusive and we are able to engage and inspire students from diverse or under-represented backgrounds to apply and succeed at York as both UG and PG level. We will ensure we realise this ambition and that we pay due regard to our responsibilities under the Equality Act 2010.

We seek to offer all our students an environment in which they can optimise their academic and personal potential. Our collegiate structure supports the creation of cohesive student communities and promotes students' personal well-being and development. Our Learning and Teaching Strategy aims to develop students' intellectual skills, resilience, self-awareness and self-assurance as well as the ability to form networks which will help close the social gap for all of our graduates.

[The York Pedagogy](#) is enhancing the ability of students to articulate their skills and knowledge to employers, by providing a concise, concrete set of learning outcomes for each programme. These are defined and developed by the programme teams themselves in consultation with students, and address employability skills specifically for the discipline, rather than artificially embedding a generic

set of graduate attributes. Programme design has also been enhanced to ensure that students are supported as effectively as possible in their progression towards these outcomes.

In terms of progression, our University Strategy is clear that 'we will give our students opportunities to gain experience that will prepare them better for employment or further study.' This includes enhancing students' employability throughout their time at York by encouraging them to engage with development opportunities offered by departments, colleges and our Careers Team. In recognition of the value an international experience brings to personal development and employability, we are further developing opportunities for students to spend time studying abroad through our Centre for Global Programmes. This includes expansion of existing support for students who might otherwise not be able to participate in study abroad programmes.

Targets

We will carry our existing 2018/19 Access Agreement targets and milestones through to our 2019/20 Access and Participation Plan. These focus on:

- LPN and BAME entrants; targets for local, regional and national outreach activity including attainment-raising activity pilot with local schools
- Mature student continuation and disclosure by students with disabilities
- Strategic Partnerships with Schools

Our existing targets address a number of issues which we have identified through our self-assessment and we are confident that our ambition, strategy and existing targets make a significant contribution both to the inclusive community at York and to the priorities identified by the Office for Students.

We are undertaking extensive further analysis across access, success and progression to identify potential future targets for improvement and intervention and the results of this to date are included in our Assessment of Current Performance. This suggests that the following areas should be prioritised for further, deeper analysis:

- Mature student access and success
- Success of students of particular ethnicities
- LPN success

Details of targets for 2019/20 are given in the Resource Plan, Table 8.

Collaborative working

Collaboration is at the heart of our widening participation activity. This includes collaboration with schools, where we have multiple, longstanding and varied connections across a broad range of areas, and other HEIs and organisations with whom we partner in our outreach work. We are leaders or active participants in national, regional and local initiatives in which consortia of higher education providers combine to maximise effectiveness and good use of resources.

York is an active partner with the Sutton Trust in two Pathway programmes raising aspirations and preparing students for access to Medicine and to STEM subjects. The first cohorts completed in 2017 (Medicine) and 2018 (STEM). The programmes are being externally evaluated.

We are very involved in the Higher York led *National Collaborative Outreach Programme* (NCOP) in York and North Yorkshire. The Widening Participation Manager is on the Steering Group and programmes and activities complement existing outreach work in the NCOP target areas. We have also been working with colleagues in the Scarborough Opportunity area and as this programme develops we will continue to ensure complementarity with other widening participation activities.

The *Excellence Hub* is a partnership between the universities of Leeds, Sheffield and York which targets high achieving students from currently underrepresented groups from across the region to

encourage and facilitate progression of the 'most able, least likely' group of students to selective HEIs through subject specific taster events and IAG events, workshops and conferences. The collaboration continues to focus on raising aspirations and encouraging applications to research intensive universities.

We are a member of *Realising Opportunities* (RO), a unique collaborative partnership of research intensive universities delivering an innovative fair access scheme which promotes social and geographic mobility for able students from under-represented groups. The programme, developed through shared best practice, provides support for students through interventions designed to raise aspirations, develop skills and enable them to demonstrate their potential to succeed at a research intensive university. Successful completion of RO will result in the potential for an alternative offer where successful completion of RO is worth two A Level grades or equivalent.

RO has a robust evaluation framework which incorporates contextual data, student aspirations and the longitudinal tracking of students. Independent analysis has shown RO is robust in its dual targeting of high attaining students from disadvantaged backgrounds – 100% of students meet this criteria. UCAS analysis shows evidence of elevated application and offer rates for RO students for 2017 entry to HE.

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

We are a partner in *Advancing Access*, a national collaboration of 24 selective universities working together with schools and colleges to develop and deliver CPD for teachers and advisers that supports student progression to selective universities and courses. Advancing Access has a particular focus on schools with low levels of progression to such universities. We are delivering the majority of CPD events and resources online to allow easy access and cost-effective for all schools, regardless of their location.

As signalled in our 2018/19 Access Agreement, we have conducted an exploration of options for our future engagement with schools and colleges, including school sponsorship, in order to evaluate different models and decide how best to support one or more specific schools, bearing in mind the objectives set out in the *Schools that work for everyone* consultation. Our work with schools demonstrates a rich and varied range of interactions between departments and schools as well as a strong strand of research interest in issues relating to, for example, teacher selection, curriculum development and pupil performance. The report concluded that this broad range of activity, combined with the multiple school relationships maintained by the central team through our outreach activity, provides an appropriate model for schools' partnership which is mutually beneficial for the University and the many schools with which we work.

We are actively involved in the recently formed Service Children's Progression Alliance for the region as we wish to support access, success and progression for students from military service families.

We are exploring further ways of supporting refugees with local HE and voluntary sector partners.

We strongly believe that a collective approach between schools, higher and further education providers, and voluntary sector partners is crucial in raising aspiration among young people and in defining the signals given to prospective students about their future options.

Our strategy is informed by our own experience but also draws on best practice and research from a range of sources. The principle we operate is that evaluation is embedded into the design of all our programmes and activities to enable us to assess impact, identify good practice and make evidence-based decisions about future prioritisation and investment. Evaluation is shared with partners, where appropriate, and through careful reflection and discussion we develop our

programmes accordingly. Two examples of evaluation which demonstrate our approach across Access, Success and Progression are given below.

1. *Our pilot tutoring programme (see p11 below) is being developed in close consultation with the participating schools, and is being evaluated by our Department of Education. Evaluation is both quantitative and qualitative. Taking baseline attainment data (from Y10 and pre-tutoring mock exams), we will be tracking these students through to their final GCSE results in August to assess the impact of the scheme on student attainment. This is complemented by feedback from participants about their self-reported changes in confidence, perceived knowledge and skills, and aspirations. In addition, we have collected data on the perspectives of the student tutors, subject teaching staff at the schools, and head teachers. Due to the potential impact of other interventions the students may be receiving, we would consider this evaluation to satisfy Level 2 criteria as suggested in the “Standards of Evaluation for the Impact of Outreach⁶”. At the end of the pilot programme we aim to develop a statistical target for impact on attainment for inclusion in our 2021/22 Access and Participation Plan.*

2. *Following the York Strengths Programme pilot we carried out a review of the programme to ensure that it met student and employer expectations, particularly to ensure accessibility for WP students. We reviewed attendance by student demographic (LPN, BAME, Mature, and Disabled) and found that all groups accessed the programme in line with the general student population apart from LPN students. We also measured careers confidence before and after participation in the programme. All students attending the programme were 20.3% more likely than those not attending the programme to have accessed work experience the following year. There was no difference across the demographic categories.*

Following this review we have put in a number of interventions to ensure the York Strengths Programme is accessible to all students with a focus on LPN. The main area of change was that we followed up marketing the programme with all LPN students on the phone to ensure they had received the information regarding the programme and that they understood the value. The callers were students that had previously gone through the programme and it was positively received. We will be reviewing attendance for all student groups in July and August 2018 to ensure the changes to our approach have had a positive impact and that students have gained value from the programme.

We will continually review student success and progression on a longitudinal basis through the careers registration process where we ask career based questions through enrolment. Our expectation is that students who have attended the Strengths programme will be more likely to have gained some form of work experience, leading to employment following their graduation from the University as shown in the Graduate Outcomes published data set. We will use an additional question set in the new Graduate Outcomes process asking if a student attended the York Strengths Programme to measure outcome against expectation. We will then be able to assess the impact of the York Strengths Programme, comparing highly skilled or general employment outcomes of WP students against other groups (including, for example, WP students that did not go through the process and non-WP students who did). We would consider this evaluation to satisfy Level 2 criteria as suggested in the “Standards of Evaluation for the Impact of Outreach”.

Our approach to evaluation is guided by the ongoing research into widening participation and postgraduate study by Professor Paul Wakeling, and Dr Sally Hancock (Education Department). They work with those involved in widening participation to support evaluation which in turn is used to develop our practice.

Staff regularly attend events to share practice and research. We meet with other practitioners at training and other events, such as meetings of the Higher Education Liaison Officers’ Association and conferences. We are an active member of the Russell Group WP Evaluation Practitioners’ Forum.

⁶ <https://www.offa.org.uk/wp-content/uploads/2017/06/Standards-of-Evaluation-Practice-and-Associated-Guidance-FINAL.pdf>

We use a specially developed targeting tool to identify schools in areas of disadvantage. This tool uses various sources of data including: the percentage of pupils residing in POLAR 3, quintiles 1 and 2; the percentage of pupils residing in the 10% most deprived IDACI areas; the percentage of pupils residing in the 10% most deprived IMD areas and the percentage eligible for Free School Meals. A separate element of this tool enables us to identify schools with high BAME populations.

We are a member of the Higher Education Tracker (HEAT) membership service. By working collaboratively, we can critically reflect on our approach to outreach data management which in turn helps us to continuously improve the way we monitor, evaluate and build evidence of impact. HEPs who subscribe to HEAT have developed a student data tracking system and a series of reports which allow annual tracking of outreach participants from KS2 data through to entry to HE, postgraduate study and employment. The membership works together in the research and development of effective, fit for purpose evaluation practice to inform outreach planning and assess impact.

5. Access, student success and progression measures

Access

Work with young people at school or college consists of a structured series of interventions at three critical stages. Programmes aimed broadly at Years 6 - 8 are designed to raise aspiration in disadvantaged populations. Programmes targeted broadly at Years 9 – 11 aim to demystify higher education, raise awareness of subjects and routes and the variety of provision, increase the self-confidence and self-esteem of students involved, and raise aspirations for lifelong learning and support raising achievement. They also lay the groundwork for progression to higher education by encouraging appropriate subject choices. Programmes for students in Years 12 and 13 concentrate on the transition to higher education, with a particular emphasis on building confidence in applying to research-intensive, selective universities. Other areas of our work focus on mature learners and those returning to study. We continue to develop our support for care leavers and young carers. Our range of programmes will serve both national sector and York objectives in widening participation. The socio-economic profile of our geographical location allows us to focus locally on white males from less advantaged backgrounds while our work targeting BAME students is necessarily more regionally and nationally focused. This ensures that our activities are supporting our access targets.

We intend during 2019/20 to maintain the current range of the University's outreach, access and retention activities, including work undertaken in collaboration with the University of Hull in relation to the Hull-York Medical School (HYMS), with further modifications to maximise effectiveness. These activities include:

- Long-term and sustained local and regional outreach
- Collaborative work designed to raise aspiration, motivation and self-esteem and to support attainment
- Programmes focused specifically on access to York
- Our pilot programme for raising attainment in schools
- Provision of high-quality IAG for prospective university students
- Work with parents, teachers and advisers
- A University environment which promotes retention and successful completion
- Activities focused on building employability skills

The table below summarises the main foci of our major current initiatives: Main focus	Programmes	Common Strand
Years 6-8	Shine, Green Apples, Inspiring Minds, York Students in Schools (YSIS)	Mentoring Information, Advice and Guidance Residential experience Independent Learning Parent engagement CPD for teachers and advisers Supporting school/college achievement Evaluation
Years 9-11	Shine, Green Apples, Regional Excellence Hub, Mentoring, Big Deal, North Yorkshire Coast Higher Education Collaboration, Support for graduates in YSIS, Tutoring in schools	
Years 12 & 13	Next Step York, Realising Opportunities, Regional Excellence Hub, YSIS, Pathways to STEM, Pathways to Medicine	
Adults	Extended degrees Centre for Lifelong Learning Graduate Interns	

All our activities share common characteristics: clear aims, appropriate targeting, embedded evaluation measures, ongoing relationships, involvement of parents, teachers and advisors, involvement of current York students, a residential element where appropriate and mentoring for some participants.

Equal participation in activities and interventions is assured in several ways. All programmes have clear criteria for participation and activity planning includes consideration of access to ensure that activities are inclusive and accessible. Participant questionnaires ensure that any additional requirements are taken into account and managed appropriately (for example relating to health or disability, dietary needs or religious observance).

Our joint medical school, HYMS, is committed to widening access to higher education, and is closely involved in national and local initiatives to encourage recruitment from all sectors of society. HYMS runs a programme of outreach and other events including a Summer School and provision of opportunities for prospective students to gain work experience with a GP.

Planning is underway to introduce a Gateway Year (Year 0 of a 6-year MBBS) targeted towards local recruitment and widening participation, with students guaranteed progression to year 1 following successful completion of year 0. As part of the planning process, consideration will be given to financial support for students during the Gateway year.

We have joined the Register of Apprenticeship Training Providers, recognising the potential for this to improve access to Higher Education.

We have worked in close collaboration with headteachers and other staff in local schools to develop a bespoke tutoring programme to support raising attainment at Key Stage 4. York undergraduates are trained by both the PGCE team as well as by school staff. See page 9 for details of how this programme is being evaluated.

Teacher training

As a high quality [provider of initial teacher training](#), we are strongly committed to maintaining and developing an inclusive approach to recruitment of our PGCE trainees since we wish to provide young people in schools with a range of role models so that the career and life chances of young learners are enhanced, and to develop attitudes in young people which celebrate diversity.

The PGCE programme has strong partnerships with the Pathfinder Teaching School Alliance and Yorkshire Teaching School Alliance (YTSA). YTSA has a particular remit to work in the more challenging rural and coastal regions of North Yorkshire. All Teaching Schools have a remit to focus on School Direct Teacher Training and providing school-to-school support in order to spread excellent practice, particularly to schools that need it most.

In keeping with the ever-increasing focus on pupil progress for all in schools, our course places particular emphasis on trainees working effectively with underachieving groups and individuals.

Work of specific academic departments with schools

As noted in the section on Ambition and Strategy the audit of our engagement with schools demonstrated significant activity across our academic departments, many of which are designed to contribute to improved student outcomes. These examples illustrate the range of work our departments are engaged in:

Teacher selection: Research in the Department of Education aims to improve educational outcomes by developing and disseminating evidence-informed teacher selection tools. The research draws on interdisciplinary educational and occupational psychology frameworks to develop an evidence-based teacher selection approach. A teacher's personal attributes or non-cognitive competencies - their motives, traits, beliefs, and attitudes - have a causal relationship on teaching behaviours. Situational Judgment Tests (SJTs) can be used to identify a teacher's personal attributes and can then inform teacher selection. SJTs have been shown to be effective in predicting job performance and can result in improved outcomes in teacher selection.

Computing At School: The Department of Computer Science currently runs the Computing At School Regional Centre for Yorkshire and Humber. This work includes the recruitment and coordination of 40 Master Teachers, subject experts, who provide professional development training in targeted schools throughout the region.

English/Education: This project is exploring whether teaching Shakespeare can raise the attainment of Year 1 English as an Additional Language pupils in literacy, oracy, and self-esteem. The project will be piloted in six schools in West Yorkshire with a significant numbers of British-Pakistani and -Bangladeshi pupils. Resources will also be developed that can be rolled out to other schools after the lifetime of their project.

Psychology: An ongoing research project is designed to further understanding of working memory and distraction in children/adolescents and to develop ways in which school performance can be improved for children with poor working memory/high distractibility.

Student volunteering

Our long-standing and award-winning Students in Schools programme (YSIS) places student volunteers in local schools where they provide support for pupils and schools. In 2016/17 over 700 students took part in YSIS.

Student success

Our work on student retention and success builds on our outreach and access work through the provision of support and skills training which maximises students' potential to complete their degrees successfully. Activities and interventions provided by departments, the colleges and central

services are responsive to identified gaps in success and/or progression as well as to student feedback from all target groups.

A summary is provided in the table below:

Main focus	Programme or activity
Academic support and skills development	The York Pedagogy Maths Skills Centre The Writing Centre Academic Integrity Tutorial Languages for All programme Online study skills resources Supervisory system York Futures, including York Strengths and the York Award
Pastoral support	Supervisory system College system Open Door and Disability Services Student Support Hub
Financial support	Bursaries and access to hardship funds throughout programme
Employability	Employability strategy York Futures, including York Strengths and the York Award Alumni mentoring Internships Professional Connect Volunteering College system International Student Mobility

Central support services aid student success in a number of ways: mental health and disability professionals work with colleges and academic departments to offer guidance, and Student Advisers give high-level support on housing and money matters.

Much of our work in this area is focused on our colleges - multi-disciplinary and multi-generational communities which support students at all stages of the student lifecycle, providing structured and coherent support from arrival through to graduation. College teams engage with students in an active and targeted way on enrolment and this is maintained through our networks of Second and Third Year Contacts who buddy new students in their early weeks of study.

Specially trained college staff, and resident college tutor teams provide advice and support on ongoing issues and signpost to specialist central services where required. Colleges offer workshops that provide academic support on specific topics including writing skills, study skills, drafting a revision schedule and writing for exams as well as workshops on mindfulness, anxiety and stress for students.

The Student Minds 'Look After Your Mate' training helps students feel more confident in supporting friends with mental health issues. Some Colleges are also running Mental Health First Aid sessions.

In relation specifically to target groups, we have a dedicated role working with vulnerable groups including care leavers and mature students, which provides a specialist point of contact as well as a continued resource to some of the student-led initiatives such as the Mature Students Association.

Support for Care Leavers includes organising opportunities for prospective students to visit the University, where we cover travel expenses.

Mature students

The identified gap in the continuation rate between mature and young students, combined with feedback from our mature students themselves, has led to the development of a range of activities to support this group and address the non-continuation target in our Access and Participation Plan.

A tailored programme of support is offered to all undergraduate students who are over 21 when they start their studies. This programme is aimed at easing transition into and through University for these students, and includes:

- *Mature Student Buddying Scheme*: Offers a peer support network to help these students, many of whom live away from campus, feel less socially isolated and more aware of the different ways in which they can engage with the university community.
- *Mature Student Induction Day*: The day, specifically for mature students, consists of a programme of activities designed to encourage social interaction; introduce students to key study skills and ensure the students are familiar with, and know how to access, the key facilities and services on campus.
- *Mature Student Welcome Team*: We recruit and train a team of current mature students to assist with events for new mature students during Welcome Week and throughout the first term. Students benefit from the experience of these continuing students, including establishing peer support networks.
- *Welcome back events* for continuing mature students: We offer events for returning second and third year mature students, providing opportunities for mature students to meet, form peer support networks.

Students with disabilities

The Open Door and Disability team supports students from across the University from the point of application. The team offers advice, arranges academic support and ensures academic adjustments are in place for students with disabilities to provide equal access for students throughout their academic studies. A Link Practitioner connects the Campus Health Centre with Open Door and Disability for ease of access to a GP or specialist NHS services.

In addition, the team provides training to academics and disability representatives across the University. Comprehensive training in mental health issues, complementing existing provision, is offered as part of the recently launched Mental Health and Wellbeing strategy. This Strategy is in line with the Universities UK #stepchange framework, and aims for a whole university approach to mental health, ranging from early intervention, transitions support and care. This includes key staff being trained to deliver the Mental Health First Aid programmes, offered to all staff as a personal development opportunity in keeping with a whole university approach.

The Open Door and Disability team undertakes a number of other activities in cooperation with study skills tutors, for example arranging peer support groups for students with autism and running resilience courses, as well as coordinating the 'Healthy Mind Healthy Body' programme, in collaboration with York Sports Village.

Care leavers

We have a dedicated contact for students who have spent time in care. All applicants who disclose that they have spent time in care are offered a pre-entry visit to campus (with the cost of their train ticket to York covered) where they can meet with the dedicated contact and have a tour of campus.

The dedicated contact meets with all new Care Leavers in their first few weeks of term. This meeting triggers payment of the Care Leavers' Bursary. These students are then contacted

regularly throughout the year to check how they're getting on and are signposted to other services and support where necessary.

Estranged students are offered flexible accommodation options, meaning there will be summer accommodation available on campus, if they need this. These students can also apply for the University's Rent Guarantee Scheme, enabling them to rent shared private sector accommodation if they do not have a UK based rent guarantor.

Students with children

A 'students with children partnership' exists between colleagues in the University whose roles involve supporting these students. This partnership supports the University's student led 'Family Network' in organising events for students with children and ensuring relevant information and advice is disseminated to this group.

Students with caring responsibilities

As part of the online enrolment task students are encouraged to disclose any caring responsibilities. Students who disclose are subsequently emailed termly, by a dedicated contact, with details of the support they can access while they are studying at the University.

A monthly Carers' Café provides students who are caring with the opportunity to meet and chat informally with one another and the University's dedicated contact. These students are often able to offer one another valuable peer support and practical advice relating to managing university and caring commitments. We work closely with York Carers Centre (YCC).

Local and commuting students

Targeted support is offered to undergraduate students who live locally or commuting to the University as research has shown these students often feel isolated. A welcome café for local and commuting students is held during Welcome Week in order for these students to meet one another and find out useful information relating to commuting/living off campus.

Support for students who are seeking asylum

We currently offer three scholarships to undergraduate students who are seeking asylum. Each scholarship provides a philanthropically funded annual living costs bursary of £10,660 and is matched by the University with a complete fee waiver.

International student mobility

We are committed to international student mobility and we recognise the benefits students, particularly those from low socio-economic backgrounds, can gain from these experiences. The link between outward mobility and improved academic and employment outcomes is noted clearly in the UUKI *Gone International: mobility works*. Our International Study Centre (ISC) programme is a key area of activity for meeting these priorities. The programme offers students an opportunity to have an academically rigorous international experience, often their first, within a fully supported group environment. Bursaries are awarded to students where costs may be a barrier to mobility.

Inclusive learning, teaching and assessment (ILTA) activity

Recognising the benefits of an inclusive social model of support in higher education, the University Teaching Committee has developed an [inclusive learning, teaching and assessment policy statement](#). This provides a framework to approach the learning experience, including programme content, means of delivery and assessment, in a way that will take account of and responds to the diversity of the student body. The ILTA approach goes beyond disability, embracing broad and intersectional characteristics. The acceptance of the policy statement sets out a path to develop and implement a set of standards and practical guides for departments.

Student progression

We have a long history of providing students with opportunities to develop their skills, experiences and commercial awareness so that they may gain a foothold in the jobs market on graduation. Our approach focuses on the challenge of how to engage students with these activities at the earliest point in their University life. We aim to equip students with a deeper understanding of their personal drivers, the ability to explore relevant career options and how they can realise their full potential on graduation. As a key objective of our strategy, we now offer every first year student a unique initiative, known as the York Strengths Programme, to enhance their self-awareness, careers confidence and ability to access relevant interventions for their remaining time at York and focus their subsequent job searches into the most personally relevant sectors.

We know from our recent DLHE collection process that students who have completed the York Award, now integrated within the York Strengths Programme, and have taken a placement year are 6.5% more likely and 13% more likely to achieve a graduate level job 6 months after graduation. This demonstrates how important early engagement is for students.

The York Strengths Programme was piloted on 400 students in the summer of 2017. Of all attendees, 13.5% were BAME students (12.6% total BAME population), 13.6% had a disability, (13.0% total population) 7.7% were from a LPN area (8.1% total population) and 6.0% were mature students (7.2% total population).

We have further invested in our provision to ensure that the most vulnerable student groups access the York Strengths Programme in their first year, most notably from LPN and Mature student groups both of which were under-represented in the York Strengths Programme pilot. We will monitor the percentage of students accessing work based opportunities, primarily insight days, internships and placements years, as we know these will have a critical impact on student progression.

There is evidence that students from lower socio-economic groups do not access work experience at a graduate or professional level to the same proportion as their contemporaries from more middle class backgrounds⁷. The Careers and Placements team maintain three schemes that work directly with students in receipt of financial support to help them acquire work experience:

- *York Futures Scholarships*, enabled by philanthropy, supplement undergraduate bursaries and Placement Year Living Awards provided to those in greatest financial need. The scholarships are awarded against a set of criteria including household income, eligibility for other bursaries, academic achievement and extra-curricular record. The scholarships enable students to access opportunities that give them a head start in the job market, and the application process prioritises students from underrepresented groups.
- *The Student Internship Bureau (SIB)* works predominantly with organisations in the York area to identify projects for student interns over eight to twelve weeks, generally over the summer vacation period. Typically, around 30% of participants in internships are in receipt of a bursary, and 24.4% of SIB participants from 2014/15 to 2016/17 belonged in SEC Groups 4-7 compared to an overall SEC 4-7 population of 22.5%.
- We have created a *University bursary fund* to enable students from underrepresented groups to access placement year opportunities in industries such as Health Care, Journalism and Media, where it is typical for this experience to be unpaid. The funding is awarded based on strict eligibility criteria to ensure students most in need are able to access such opportunities. With the high proportion of students accessing placement year opportunities then going onto accessing graduate level jobs, we feel this is an important intervention to support student success and progression.

⁷ Working class students and the career decision making process: a qualitative study (Greenbank & Hepworth 2008, HECSU)

Our Careers and Placements team works with academic departments on a number of levels to ensure that the programmes we deliver support the broad range of employability skills and career learning.

- Each department has a Careers and Employability Coordinator. These work very closely with the departmental Careers Consultant to reflect on the programmes, consider the needs of students in that particular discipline, explore students' engagement patterns, and plan and deliver an annual programme of support.
- Faculty Employability Managers take a strategic overview of the provision across a cluster of departments and work with the Faculty Deans and Heads of Department to set strategic priorities and allocate resource appropriately to the departments and students in most need of support.
- An overarching Strategic Project Manager takes an holistic view of the developments within the Teaching and Learning arena. They represent Careers on University projects, such as the introduction of the York Pedagogy and provide support for staff on how best to embed employability in the curriculum.

More broadly, the York Profiles and Mentors Scheme provides opportunities for current students to contact alumni who have volunteered to share their experience of work and to act as mentors to help students prepare for their future careers. More than 850 alumni have currently signed up, nearly half of whom offer a mentoring opportunity.

Outcomes

Over the last 3 years, we have seen consistent and considerable growth in the reported percentage of graduates in professional employment or further study after 6 months - from 76% in 2013/14 to 81.5% in 2015/16 for Full-Time, First Degree, Home students. As mentioned in the Assessment of Current Performance section of this document, the University is above the sector average for LPN and BAME graduate outcomes in relation to *highly skilled employment or further study*.

We face the problem shared by all universities - how to assess the employability of students as well as the impact of employability initiatives whilst they are still studying. Statistics on graduate destinations are not published until many months after a student cohort has graduated, and this delay will be extended even longer after the transition to a 15 month graduation survey. To address this issue, the new student employability strategy contains a comprehensive plan for measuring impact and engagement, capturing important aspects of each student's employability journey. These aspects include factors that we know enhance employability prospects post-graduation (such as participation in work experience or a placement year), but also how well prepared the student feels for entering the world of work. The measures are then validated using historic graduate destination data in order to ensure we are capturing useful and predictive data. Examples of these measures include how confident a student is feeling about their career prospects, or whether they have had work experience in the last 12 months.

The Student Employability Strategy has recently received external accolades as York won the Best University Employability Strategy Award at the TARGETjobs National Graduate Recruitment Awards 2018 and the Institute of Student Employers Development Awards 2018 - Best Preparation for Work: Overall Strategy Award.

Progression to Postgraduate Study

We have been awarded HEFCE funding for a project looking at *Barriers to Student Success*, as part of a consortium led by the University of Leeds, which builds on the work of the PSS consortium which was led by the University of Sheffield. The PSS project allowed us to gain a greater and deeper understanding of the issues surrounding widening participation relating to postgraduate study, including the information, advice and guidance needs of prospective postgraduates. We are continuing our work in this important area, aiming to aid the progression to PGT study specifically

for students from WP backgrounds, by, for example, offering Masters' Taster events online and on campus.

6. Investment

At steady state, the University proposes to spend 29.6% of its additional undergraduate fee income on activities which will raise aspirations and support access, success and progression. In addition we expect to spend £1.042M on non-APP-countable measures.

Anticipated expenditure on OFFA related activity 2019/20 and 2022/23:

Category	2019/20	2022/23	2022/23 % spend of additional fee income
Access	£3,026,942	£3,227,529	8.6%
Success	£1,539,073	£1,988,660	5.3%
Progression	£197,319	£226,442	0.6%
Financial support	£6,156,684	£5,717,487	15.2%
Total	£10,920,019	£11,160,118	29.6%

At least 10% of our additional fee income from PGCE students will be spent on access and retention measures (included in above table).

A consistent increase in annual expenditure over the period to 2021/22 will enable us to invest more in measures to improve access, retention, student success and progression, to expand our work with schools, to support widening participation students' engagement with study abroad, work experience and other career-enhancing activities and to improve impact evaluation. We will continue to evaluate the impact of all our expenditure.

Financial support for students

The data analysis referenced in the Assessment of Current Performance indicated that the bursary schemes offered between 2010/11–2015/16 helped to provide students in receipt of bursaries with equal opportunity to successfully complete their degree programme to students with higher household income i.e. those who are not in receipt of bursaries. In addition, we also surveyed the students in receipt of bursaries. We have now been able to ask first year students who received a bursary identical questions and can compare responses from 2015/16 and 2016/17. The survey results indicate that we should continue to offer financial support to students from low income backgrounds as the bursary is clearly influencing the decision whether or not to attend university (up from 44% to 59% in 2016/17), which university to attend (up from 43% to 53% in 2016/17), and retention (up from 49% to 53% in 2016/17).

Based on the findings of the analysis and the survey results we propose to maintain our present plans to offer a bursary scheme as part of our widening participation landscape.

Note: bursary arrangements for students from the European Union described below are based on regulations current at the time of writing, April 2018. As a result of the UK's decision to leave the EU in the Referendum of 23 June 2016 these regulations may change. We will provide access to

bursaries and other financial support as described unless and until there is a change in the regulations.

In 2019/20 we will offer the following support packages for new entrants. In any one year a student will only be eligible for one of the bursary and fee waiver packages with the exception of the Progression Bursaries (see below) for students who successfully complete one of our structured access programmes, where the Progression Bursary provides a top-up for students eligible for some of our other bursaries.

Table 1 York Bursary

Residual Household Income	£0 - £25,000	£25,001 - £35,000
Year 1	£2,000	£2,000
Follow on years	£1,100	£1,000
Total support over 3 years	£4,200	£4,000

Students on years abroad or placement years pay a reduced fee and no bursary is payable during those years.

Table 2 Foundation Year Bursary

Residual Household Income	£0 - £25,000	above £25,001
During Foundation Year	£5,600	£3,000
Follow on years	York Bursary applies as above	

Table 3 Care Leaver Bursary

Year 1	£3,000
Middle years	£2,500
Final year	£2,500 plus £1,000 paid in term three to assist with graduation and interview costs.

Students aged 25 or under, who come to York having been in the care of their UK local authority are eligible for this award. Students can choose how the Bursary is paid: as an accommodation offset; a fee waiver; cash or a mix. They have the option to review these choices each year.

Students who come to York directly from the Foyer Federation (Foyer.net) will also be eligible for the Care Leaver Bursary. The Care Leaver Bursary is reduced to £1,250 for any full year spent abroad or on placement.

Hull York Medical School (HYMS) Bursary

HYMS students, including graduate entrants, registered either at the University of York or the University of Hull will be eligible for the same bursaries. Students with a residual household income of up to £25,000 will receive a bursary of £2,400 for each year of study. Students intercalating in HYMS and undertaking undergraduate study will have access to the same financial support. HYMS

entrants will also be eligible for the Progression Bursaries (see below), regardless of whether they register with the University of Hull or York.

Progression Bursaries

New entrants who are eligible for bursary support (York Bursary, HYMS Bursary, Foundation Year Bursary and Care Leaver Bursary) will get an additional £1,000 accommodation or cash bursary in the first year if they have successfully completed Realising Opportunities, Next Step York, Pathways to Medicine or Pathways to STEM.

Support for continuing students

For financial support entitlements for students who entered the University prior to 2019/20 and who are continuing their studies in 2019/20 please refer to the [Access Agreement relevant to the student's year of entry](#).

University Hardship Fund

A fund of £250,000 will be used to support students who encounter unexpected financial difficulty. The assessment will utilise the same high priority student category list as was identified in the Access to Learning Fund Guidance.

Leave of Absence fund

A fund of £50,000 will be used to support students on Leave of Absence to promote successful return to study. This will be introduced initially as a pilot programme and impact measured and assessed.

7. Provision of information to students

We recognise the importance of high quality Information, Advice and Guidance at critical transition stages in the learning journey. We provide information to prospective students in our annual [Undergraduate Prospectus](#) and on our web pages, through information sessions in schools and colleges and during on-campus events such as Open Days, Taster Days and residential visits and at our annual Teachers' Conference. There is also a link on the website to our [Admissions Policy](#) and [information for applicants with particular circumstances](#), for example mature applicants, applicants with disabilities or applicants who have faced challenging circumstances.

For schools and colleges, we offer a range of support both for students and staff through a programme of talks, conferences and guidance sessions conducted by York staff and, where appropriate, trained student ambassadors. A dedicated [section of our website](#) details these opportunities and carries information about our widening participation activities.

We publish links to the University's Access Agreements and Access and Participation Plans on our website.

All information for prospective students has been reviewed with a view to compliance with Consumer Protection Law and the guidance from the Competition and Markets Authority and awareness of CPL issues has been raised among staff and student ambassadors.

Current students are informed of the financial support available and reminded of forthcoming bursary payments via the University's web pages, welcome talks, information screens located around campus, social media and University and Student Union Welfare Advisers.

* course type not listed.

Full-time and part-time course fee levels for 2019-20 entrants.

Please enter inflationary statement in the free text box below.

The University will charge the maximum permitted Undergraduate tuition fee as determined by UK Government. The University reserves the right to alter applicable fees inline with inflation and/or government policy.

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		£1,850
Erasmus and overseas study years		£1,385
Other		*
Franchise full-time course type:	Additional information:	Course fee:
First degree		*
Foundation degree		*
Foundation year / Year 0		*
HNC / HND		*
CertHE / DipHE		*
Postgraduate ITT		*
Accelerated degree		*
Sandwich year		*
Erasmus and overseas study years		*
Other		*
Part-time course type:	Additional information:	Course fee:
First degree		*
Foundation degree		*
Foundation year / Year 0		*
HNC / HND		*
CertHE / DipHE		*
Postgraduate ITT		*
Accelerated degree		*
Sandwich year		*
Erasmus and overseas study years		*
Other		*

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

Reference number	Stage of the lifecycle (drop-down menu)	Main target type (drop-down menu)	Target type (drop-down menu)	Description (500 characters maximum)	Is this a collaborative target? (drop-down menu)	Baseline year (drop-down menu)	Baseline data	Yearly milestones (numeric where possible, however you may use text)					Commentary on your milestones/targets or textual description where numerical description is not appropriate (500 characters maximum)
								2018-19	2019-20	2020-21	2021-22	2022-23	
T16a_01	Access	Low participation neighbourhoods (LPN)	HESA T1a - Low participation neighbourhoods (POLAR3) (Young, full-time, first degree entrants)	To at least maintain and if possible increase the proportion of young, full-time first degree entrants from Low participation neighbourhoods (POLAR 3)	No	2011-12	6.2	7.5	8	8.5			The figure given as the 2011/12 baseline is our confirmed HESA Performance Indicator value. Column D amended to update from POLAR 2 to POLAR 3.
T16a_02	Access	Ethnicity	Other statistic - Ethnicity (please give details in the next column)	To increase the proportion of BME entrants to full time first degree study	No	2012-13	8.7	13	13.4	13.5			These are internal indicators based on HESA data.
T16a_03	Student success	Mature	HESA T3a - No longer in HE after 1 year (Mature, full-time, first degree entrants)	The difference between the continuation rate at York for young and mature full time UK first degree students will be reduced to within six percentage points, measured using HESA PI Table T3a data.	No	2013-14	7.7	6.8	6.4	6			
T16a_04	Student success	Disabled	Other statistic - Disabled (please give details in the next column)	To exceed the national average rate of disclosure for students with disabilities, as published by the ECU, by at least one percentage point.	No	2014-15	1.2% above national average	At least one percentage point above national average	At least one percentage point above national average	At least one percentage point above national average			Previously listed in Table 7b as T16b_03. Amended to remove typographical error in previous Access Agreement.

Table 8b - Other milestones and targets.

Reference Number	Select stage of the lifecycle	Main target type (drop-down menu)	Target type (drop-down menu)	Description (500 characters maximum)	Is this a collaborative target?	Baseline year	Baseline data	Yearly milestones (numeric where possible, however you may use text)					Commentary on your milestones/targets or textual description where numerical description is not appropriate (500 characters maximum)
								2018-19	2019-20	2020-21	2021-22	2022-23	
T16b_01	Other/Multiple stages	Multiple	Strategic partnerships (eg formal relationships with schools/colleges/employers)	Appropriately targeted schools and colleges for outreach and access activities, including those in the University of York Schools and Colleges Network.	No	2011-12	28	60	64	68			Number of schools and colleges
T16b_02	Access	Multiple	Outreach / WP activity (other - please give details in the next column)	"Shine": Outreach work in a progressive programme with Years 6-11 from targeted schools across the region.	No	2012-13	1303	2200	2200	2225			Number of pupils engaged with Shine programme.
T16b_03	Access	Multiple	Outreach / WP activity (collaborative - please give details in the next column)	Realising Opportunities (RO) targets for progression of RO participants to a research intensive university.	Yes	Other (please give details in Description column)	n/a	38% (cohort 8)	39% (cohort 9)	n/a			Percentage of RO students entering a research intensive university.
T16b_04	Access	Multiple	Outreach / WP activity (collaborative - please give details in the next column)	Realising Opportunities (RO) targets for progression of RO participants to an RO partner university.	Yes	Other (please give details in Description column)	n/a	25% (cohort 8)	25% (cohort 9)	n/a			Percentage of RO students entering an RO partner university.
T16b_05	Access	Multiple	Outreach / WP activity (collaborative - please give details in the next column)	Excellence Hub: a partnership between the Universities of Leeds, Sheffield and York which targets high achieving students from currently under-represented groups from across the region to encourage and facilitate progression of the 'most able, least likely' group of students to selective HEIs, through subject specific taster events and IAG events, workshops and conferences.	Yes	2011-12	800	2150	2200	2225			Numbers of students engaged with the Excellence Hub. Note that targets beyond 2018/19 are notional.

T16b_06	Access	Multiple	Outreach / WP activity (collaborative - please give details in the next column)	Green Apples: a successful innovative partnership involving all local FE and HE partners as well as the Local Authority, the North Yorkshire Business and Education Partnership, Higher York and local primary and secondary schools. This is a progressive programme of interventions, mainly focused on Year 9-11 but also involving pupils from year 6 upwards.	Yes	2013-14	433	730	740	760			Numbers of students engaged with the Green Apples programme.
T16b_07	Access	Multiple	Outreach / WP activity (other - please give details in the next column)	Next Step York: this is a programme for talented Year 12 and 13 students from targeted schools and colleges where students participate in a series of activities, including ementoring and a residential that will support their application to university and in particular to research intensive universities.	No	2012-13	51	200	200	210			Numbers of students engaged with Next Step York
T16b_08	Access	Attainment raising	Other (please give details in Description column)	We will develop a tutoring programme in collaboration with school partners and with York's Department of Education. This will include a training programme for selected University of York students who will then work on a 1:2:1 or a very small group basis with targetted pupils from 2 local schools in year 1.	No	2016-17	0	60	n/a	n/a			Numbers of students engaged with Student Tutoring