Edge Hill University

Access and participation plan 2024-25 to 2027-28

Introduction and strategic aim

Edge Hill University was founded in 1885 as the first non-denominational teacher training college for women. Our roots are in widening access, providing opportunities in education and social advancement for those who would otherwise be denied it. Throughout our long history, we have sought to deliver this, being at the forefront of widening access, leading the sector both nationally and regionally including hosting AimHigher (NW), the Lifelong Learning Network and National Action on Access.

We continue to be driven by our belief that all students, from all backgrounds should have access to the highest quality higher education experience. Our Strategic Plan 2021 – 2025[1] sets out our mission and vision. Of pertinence to our delivery of equality of opportunity for students are our strategic aims to 'broaden our appeal and attract and support a wider geographical and social mix of students from diverse background', and 'to provide an exceptional student-centred experience focused on outstanding teaching, internationally significant research, pedagogic best practice, access to opportunities, funding and personal commitment'.

Edge Hill University provides a key opportunity to overcome the educational, economic and social disadvantages our students have faced: we seek to empower them to mirror our values of authenticity, confidence and aspiration and to recognise the difference they can make. Our task therefore is twofold: to support our students to gain their qualifications, and to provide an outstanding, personalised experience which is transformative; an experience which both supports and challenges students to excel academically and exposes them to diverse opportunities to develop a range of skills, attributes and experiences which will enable them to compete in the labour market.

Most of our students have at least one widening participation characteristic (77%)[2], and it is our privilege to support them into our University, to succeed whilst on course and to excel beyond graduation.

To give an indication of our student body:

- 48% come with BTEC, Access or alternative L3 qualifications rather than A levels[3]
- 47.7% come from households with intermediate or routine/manual occupations[4]
- 49.7% come from the highest areas of deprivation (IMD quintile 1 or 2) [5]
- 43% (of those who know) are the first in their family to go to University [6]
- 27.8% come from the lowest areas of higher education participation (TUNDRA Q1 or 2)[7]
- 18.4% have been eligible for free school meals[8]

1 EHU Strategic Plan (edgehill.ac.uk)
2 APP Financial Return - 10937 UG students in 2021/22. WP defined as POLAR4 = 1,2 or IMD=1-4 or age on 31/08/21 >= 21 or have a declared disability or ethnicity is declared and is not 'White' or declared as 'Care leaver'
3 Size and shape of provision data dashboard: Data dashboard - Office for Students - 38,970 FTUG students over 4 years (2017/18-2020/21)
4 Size and shape of provision data dashboard: Data dashboard - Office for Students - 38,970 FTUG students over 4 years (2017/18-2020/21)
5 Data dashboard - Office for Students
6 Internal 2021/22 Enrolments dashboard. From 3,219 FTUG entrants with known data
7 Data dashboard - Office for Students
8 Data dashboard - Office for Students

- 17.4% have a reported disability[9]
- 29% are mature students (over the age of 21 when they begin their studies)[10]
- 2.4% have shared their care experienced or estrangement[11] (compared to 1.6% of all UCAS applicants in 2022[12])

We recruit strongly from the North West: 74.4% of applications[13] and 81.1% of accepted applicants[14] are from the region. We have strong local links, illustrated by:

- Our nomination for the Times Higher Education award for Widening Participation Initiative of the year for our Medical School which supports local applicants from underrepresented backgrounds access medicine through a foundation year [15]
- The Creating Sustainable Futures project which brought marginalised young people from Wigan together with Edge Hill Academics and Wigan based social enterprises [16]
- Our Productivity Innovation Centre which provides innovation support and advisory services to SMEs based in Lancashire and the Liverpool City Region. The initiative won the Educate North Award for Business Collaboration and Partnership[17]
- Our partnership with Everton in the Community on 'Tackling the Blues', an award-winning sport and arts-based education programme, supporting young peoples' mental health [18]
- Our Reaching Higher Award in the AUDE Awards and nomination for the Times Higher Education award for Outstanding Contribution to the Local Community for our support of a local Primary School following a devastating fire[19]
- Our support for the Becconsall Heritage Park Project[20], an open-air living museum that explores all aspects of the area's heritage and is developing curriculum-linked activities for primary schools
- The University's contribution to productivity in the West Lancashire economy. This totals £175.9m in GVA across the UK; of which £121.3m is generated in the local economy of West Lancashire[21]

We also contribute to the region in other ways: we are the largest employer in West Lancashire currently employing 2,025 individuals, of whom 90% reside in the North West; our on-campus facilities provide an important civic and community function including our Arts Centre (one of just three facilities in the local area) and our Sports facilities, both of which are open to the local community as well as our University community

Risks to equality of opportunity

A thorough assessment of performance (see annex 1, pg 33) was conducted utilising the following data sources: the OfS Access and Participation Data Dashboard, the OfS Size and Shape Dashboard, our UCAS WP Insight Report and Census 2021 demographic data alongside our own internal data to look at intersectional trends. Aggregated data was analysed across the five

9 Data dashboard - Office for Students
10 Data dashboard - Office for Students
11 Internal CEES register
12 https://www.ucas.com/file/658381/download?token=CjzUGJ79
13 UCAS PERS Report - 12940 of 17393 applications domiciled in the NW
14 UCAS PERS Report - 3180 of 3920 acceptances domiciled in the NW
15 https://www.edgehill.ac.uk/edge-hill-shortlisted-for-two-of-awards-in-the-oscars-of-higher-education/
16 https://www.edgehill.ac.uk/young-people-explore-barriers-to-social-and-economic-justice-in-wigan/
17 SME Productivity & Innovation Centre - Edge Hill University
18 Tackling the Blues - Tackling the Blues (edgehill.ac.uk)
19 Edge Hill University awarded for response to primary school fire - Edge Hill University
20 Becconsall Heritage Park Project | News | Edge Hill University
21 Edge Hill University: Economic and Social Contribution Report, Turley Economics, December 2022

lifecycle stages[22], comparing our widening participation and non-widening participation students within Edge Hill and with the sector. To further enhance our understanding, we completed intersectional analysis exploring 155 variations at each of the on-course and progression phases of the student lifecycle. This process highlighted that some student groups may be facing risks to their equality of opportunity. The student groups highlighted within this process were: those who have been eligible for free school meals, those from IMD Q1 (the lowest socio-economic) neighbourhoods, those with care experience, those who have studied a BTEC qualification, Black, Asian and Minority ethnic students, and males in combination with other factors.

Utilising the Equality of Opportunity Risk Register[23] alongside our assessment of performance data we felt students may be impacted by the following national risks; Risk 1: Knowledge and Skills, Risk 2: Information and Guidance, Risk 3: Perception of HE, Risk 6: Insufficient academic support, Risk 7 Insufficient personal support, Risk 10: Cost pressures and Risk 12: Progression from HE. Reflecting on our context and utilising internal data sources, such as appointment data for support services and feedback from students, we have distilled these national risks into four overarching risks which are most pertinent to our University (see annex 1, pg 33 for more information)

Risk 1 – Ability to make informed decisions about higher education:

- **Risk 1.1** Despite being more ethnically diverse than the surrounding areas[24] there are lower proportions of Black, Asian and Minority Ethnic students at Edge Hill University (EHU) when compared with the sector. We also see differential rates of applications between academic areas, for example we see a lower proportion of Black, Asian and Minority Ethnic students applying to courses within our Faculty of Education[25].
- **Risk 1.2** There are lower proportions of students eligible for free school meals completing their studies. Most of our students who have been eligible for free school meals are also the first in their family to attend HE [26].
- **Risk 1.3** There are lower proportions of care experienced students achieving a 'good degree' (2:1 or above) when compared with those who have not disclosed care experience. Most of our care experienced students are the first in their family to attend HE [27]

The above suggests that these student groups may have had less chance to access the information, advice and guidance needed to make an informed decision about their HE options, and therefore may be studying on courses not suited to their interest or aspiration.

Risk 2 – Insufficient access to, or engagement with, tailored academic and personal support:

- **Risk 2.1** There are lower proportions of students from IMD Q1 neighbourhoods remaining in study after their first year, completing their degree and gaining a 'good degree' award. Internal data also suggest students from IMD Q1 are less likely to engage with Counselling, and Wellbeing services and are less likely to apply for a scholarship or our student

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22 Access, Continuation, Completion, Attainment, Progress
23 https://www.officeforstudents.org.uk/advice-and-guidance/promoting-equal-opportunities/equality-of-opportunity-risk-register/
24 https://census.gov.uk/census-2021-results/interactive-content/census-maps -
25 Internal data source – 5.5% of the population in Faculty of Education were Black, Asian, Minority Ethnic in 21/22 compared to 8.8% of the total population
26 Internal data source – 62.9% of FSM students were also FiF 2021/22
27 Internal data source – 51.1% of care experienced students were also FiF 2021/22

opportunity fund to gain an extracurricular experience[28]. There is also a high correlation between coming from an IMD Q1 neighbourhood and entering EHU with a BTEC qualification[29]

- **Risk 2.2** There are lower proportions of students who have been eligible for free school meals remaining in study after their first year, completing their degree and gaining a 'good degree' award. There is a high correlation between free school meal entitlement and IMD Q1, (58.9% correlation)[30] so we believe the engagement with support services will reflect the patterns we see with our IMD Q1 students. There is also high correlation between free school meal eligibility and entering EHU with a BTEC qualification[31]
- **Risk 2.3** There are lower proportions of care experienced students achieving a 'good degree'. Internal data suggests that care experienced students are less likely to engage with Counselling and Wellbeing and Inclusion and are less likely to apply for a scholarship or our student opportunity fund to gain an extracurricular experience[32]

The above suggests that these student groups may not receive or engage with the necessary support to achieve a 'good degree' outcome.

Risk 3 – Rising cost pressures:

- **Risk 3.1** In addition to seeing lower proportions of students who have been eligible for free school meals remaining in study after their first year, completing their degree and gaining a 'good degree' award, we also see students from IMD Q1 (of whom 29.6% have also been eligible for free school meals)[33] overly represented in the figures accessing food vouchers, emergency funds and our student support fund[34]. We do not currently have data for free school meal engagement however we feel this is a strong indication that we would see similar patterns for this student group.
- **Risk 3.2** In addition to seeing there are lower proportions of care experienced students achieving a 'good degree', we also see care experienced students overly represented in the figures accessing emergency funds and food vouchers[35].

The above suggests that these student groups may be finding the increases in cost pressures inhibiting their ability to achieve successful outcomes on course.

Risk 4 – Progression from higher education:

- **Risk 4.1** There are lower proportions of students from IMD Q1 neighbourhoods progressing on to good graduate outcomes. Internal data suggests that students who enter from the lowest socioeconomic areas (IMQ Q1) are less likely to engage with Careers support[36]

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28 Internal data source – 27% of Student Opportunity Fund applications in 21/22 were from IMD Q1 whereas 31.8% of the overall student population were from IMD Q1. 27% of Counselling and Wellbeing appointments in 21/22 were from IMD Q1 whereas 31.8% of the overall student population were from IMD Q1.
29 29 Internal data source – 33.1% of those from IMD Q1 studied a BTEC qualification, 2019/20 – 2021/22
30 Internal data source – for 21/22 320 of the 545 students eligible for free school meals were from IMD Q1
31 Internal data source – 41.7% of those eligible for FSM studied a BTEC qualification, 2019/20 – 2021/22
32 Internal data source – 1% of students who engaged with Counselling and Wellbeing in 21/22 were care experienced compared to 1.5% of the student population being care experienced. 1% of students engaging with Inclusion in 21/22 were a care leavers compared with 3% of our disabled student population being care experienced. 1% or scholarship applications and 0% of student opportunity fund applications were from care experienced students compared to 1.5% of the overall student body being care experienced.
33 Internal data source – 320 out of 1085 student from IMD Q1 previously eligible for free school meals 21/22
34 Internal data source – 61% of those accessing the standard student support fund, 71% of those accessing an emergency loan and 47% of those accessing food vouchers were from IMD Q1 in 21/22 compared to 31.8% of the overall student body being from IMD Q1.
35 Internal data source – 14% or those accessing emergency loans and 4% of those accessing food vouchers were care experienced in 21/22 compared to 1.5% of the population being care experienced.
36 Internal data source – 26.1% (945 of 3577) of those who engaged with Careers entered EHU with a BTEC compared to 32.5% of entrants joining with a BTEC 2019/20 – 2022/23

- **Risk 4.2** There are lower proportions of students who have studied BTEC qualifications, when combined with other demographic characteristics, progressing on to good graduate outcomes. Internal data suggests that students who enter EHU with a BTEC qualification are less likely to engage with Careers support[37]
- **Risk 4.3** There are lower proportions of students who have been eligible for free school meals, when combined with other demographic characteristics, progressing on to good graduate outcomes. There is a high correlation between free school meal entitlement and IMD Q1, with 58.9% and high correlation between free school meal eligibility and entering EHU with a BTEC qualification[38]. So we believe the patterns of engagement demonstrated by these two groups would be reflective of our students who have been eligible for free school meals.

The above suggests that these student groups may not have the support or resource to progress on to an outcome which reflects their capability and achievements during their HE experience.

Objectives

Objective 1

Objective 1.1 we will reduce the gap in completion between those who have been eligible for free school meals and those who have not from 6.6% for 2017/18 entrants to 4.5% for 2024/25 entrants. We will do this through targeted pre-entry work delivered in collaboration with our school and Uni Connect partners to improve access to high quality information, advice and guidance and to enhance knowledge and skills to improve students' ability to make informed decisions about their HE choices. Additionally, we will utilise a range of targeted on-course initiatives to provide enhanced and tailored personal, academic and careers support to improve on-course and post-graduation outcomes. This objective seeks to address risks: **1.2, 2.2, 3.1** and **4.3.**

Objective 2

Objective 2.1 we will reduce the gap in completion between those from IMD Q1 & IMD Q5 neighbourhoods from 8.6% for 2017/18 entrants to 4.3% for 2024/25 entrants

Objective 2.2 we will reduce the gap in attainment between those from IMD Q1 & IMD Q5 neighbourhoods from 11.8% for those awarded in 2021/22 to 8.2% for those awarded in 2027/28

Objective 2.3 we will reduce the gap in progression between those from IMD Q1 & IMD Q5 neighbourhoods from 3.3% for those who graduated in 2019/20 to 2.1% for those graduating in 2026/27. It will take time to see the positive effects of the activities listed in our Intervention Strategy as the progression indicator measures GO survey responses 15 months after leaving Higher Education. As such we aspire to further reduce this gap within the life of our next APP.

Given the high correlation between free school meal entitlement and students coming from IMD Q1 postcodes we will enact many of the same initiatives detailed in objective 1[39]. Namely through targeted pre-entry work to improve access to high quality information, advice and guidance and to

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37 Internal data source – 18% (652 of 3577) of those who engaged with Careers entered EHU with a BTEC compared to 31.8% of entrants joining with a BTEC 2020/21 – 2022/23
38 Internal data source – 41.7% of those eligible for FSM studied a BTEC qualification, 2019/20 – 2021/22
39 Internal data source - for 21/22 320 of the 545 students eligible for free school meals were from IMD Q1and 320 out of 1085 student from IMD Q1 were previously eligible for free school meals 21/22

enhance knowledge and skills to improve students' ability to make informed decisions about their HE choices. This is in addition to a range of targeted on-course initiatives to provide enhanced and tailored personal, academic and careers support to improve on-course and post-graduation outcomes. Given the intersectionality identified with male and IMD Q1 students we will also seek to specifically target male student engagement in the aforementioned activities. These objectives seek to address risks: **2.1** and **4.1.**

Objective 3

Objective 3.1 we will reduce the gap in continuation between those who have studied BTEC and those who have studied A-Levels from 6.6% for 2020/21 entrants to 4.3% for 2026/27 entrants

Objective 3.2 we will reduce the gap in attainment between those who have studied BTEC and those who have studied A-Levels from 23.9% for those awarded in 2021/22 to 18.9% for those awarded in 2027/28

We will do this through new targeted academic skills activity for students, in addition to improving staff awareness of BTEC specifications to enable more tailored induction, transition and personal tutor support through new training processes. These objectives seek to address risks: **2.1, 2.2, 4.1** and **4.2.** There is high correlation between BTEC entrants and being from IMD Q1 postcodes and/or previously being eligible for free school meals[40] so we believe initiatives from objectives 1 & 2 will also positively impact these students.

Objective 4

Objective 4.1 reduce gap in attainment between care experienced and non-care experienced students from 18.7% for those awarded in 2021/22 to 14.7% for those awarded in 2027/28

We will do this through enhanced targeted pre-entry work with looked after children, care experienced and estranged students (CEES), as well as working collaboratively with our Uni Connect partners and local authority contacts to support CEES students and their supporters. Additionally, we will provide an enhanced, holistic on-course support offer which will be owned by our CEES working group, which will have a focus on supporting students to move on from University to good graduate outcomes. We will collaborate with our own CEES students on the construction of activity. Additionally, we will provide training and guidance for academic colleagues, so they are better able to meet students' needs and tailor induction, transition and personal tutor provision. This objective seeks to address risks: **1.3**, **2.3** and **3.2**

Within this objective we acknowledge the lack of clarity on data and that those students included within the official assessment of performance are likely to be a small proportion of the overall care experienced population at Edge Hill. We seek in future years to increase our awareness and ability to target these students, as well as estranged students who we feel often have as much, if not greater, need for additional targeted support.

Objective 5

Objective 5.1 increase the proportion of Black, Asian and Minority Ethnic Students from 8.8% of entrants in 2021/22 to 11.2% of entrants in 2027/28

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40 Internal data source – for 21/22 30.8% of IMD Q1 students studied a BTEC (335 out of 1085) 39.6% of those eligible for FSM had studied a BTEC (215 out of 545)

Objective 5.2 decrease the gap in attainment between Black, Asian and Minority Ethnic Students, and White Students from 8.9% for those awarded in 2021/22 to 5.9% for those awarded in 2027/28

We will do this through targeted pre-entry work which will be constructed in collaboration with our own current students with relevant lived experience. Additionally, we will provide a range of targeted on-course support initiatives to provide enhanced academic, personal and careers support. These objectives seek to address risks: **1.1.**

Intervention strategies and expected outcomes

Intervention strategy 1: Reduce the gap in completion **(objective 1.1)** between those who have been eligible for free school meals and those who have not **(PTS_1)**

Risks to equality of opportunity: ability to make informed decisions about HE, insufficient access to/or engagement with tailored academic and personal support, rising cost pressures, progression from HE.

Activity	Inputs	Outcomes	Cross intervention?
1.1 Deliver a four-event pre-entry programme to 40 year 12/first year college students eligible for free school meals (New activity)	0.3 FTE programme design and administration Student staff pay and expenses Student travel and subsistence costs	**1.** Improve knowledge of HE, its benefits and financial support and support systems, **2.** Improve knowledge of student life, **3.** Increase ability to make informed decisions about HE, **4.** Increase confidence in academic ability, **5.** Increase interpersonal skills, **6.** Improve self-efficacy, **7.** Improve sense of belonging in HE	NA
1.2 Provide an integrated Foundation Year to MBChB Medicine programme for students from underrepresented backgrounds (Existing Activity)	0.5 FTE administration 0.2 FTE x3 academic delivery	**1.** Increase students' basic knowledge, skills and understanding of subjects related to medicine, **2.** Develop a range of cognitive generic and transferable skills to further enhance medical career progression, **3.** Develop an understanding of the local community where care is provided, **4.** Build students' confidence and resilience to the	IS2

Activity	Inputs	Outcomes	Cross intervention?
		demands of HE and working in healthcare	
1.3 Deliver an academic tutoring programme in collaboration with Hello Future and Future U to 50 students in year 10 across Lancashire and Cumbria (New Activity, in pilot phase)	Tutor training and expenses 0.3 FTE administration 0.2 FTE session design	**1.** Increase self-efficacy, **2.** Increase learners' academic performance in English, **3.** Increase academic confidence	IS2
1.4 Holistic on-course support programme for widening participation students in their first year of undergraduate study (New Activity, in pilot phase)	0.5 FTE programme design and administration Session delivery Session resources	**1.** Increase awareness of support services, **2.** Increase sense of belonging, **3.** Increase self-efficacy, **4.** Increase resilience, **5.** Increase continuation, **6.** Increase completion, **7.** Increase degree attainment	IS2, IS4, IS5
1.5 Host six Student Advisory Panels, for key widening participation groups, to provide an opportunity for students to provide their feedback on various services, functions and procedures across the University. As well as the opportunity to collaborate and coproduce on new and innovative activity (Existing Activity)	0.5 FTE programme design and administration Student staff pay and expenses Session resources	**1.** Increase awareness of HE process and support services, **2.** Increase sense of belonging, **3.** Improve interpersonal skills, **4.** Increase self-efficacy, **5.** Increase continuation, **6.** Increase completion, **7.** Increase degree attainment For the University **1.** Improve understanding of the student experience	IS2, IS4, IS5
1.6 Provide a financial support fund, underpinned by tailored communications and targeting of WP students, to enable students to engage in activities which enhance their employability, develop transferable skills**,** and build confidence (Existing Activity)	0.3 FTE programme management 0.7 FTE programme delivery Student staff pay and expenses	**1.**Increase take up of Student Opportunity Fund (SOF)**, 2.** Increase self-efficacy, **3.** Skills Development, **4.** Increase sense of belonging, **5.** Increase ability to make informed decisions about progression options	IS2, IS4, IS5

Activity	Inputs	Outcomes	Cross intervention?
	Student travel and subsistence costs		
1.7 Provide an enhanced careers guidance offer for widening participation students, through longer in-depth appointments with specially trained colleagues, underpinned by tailored communications and targeting of WP students to boost engagement (Existing Activity)	1.0 FTE	**1.** Increase sense of belonging, **2.** Increase self-efficacy, **3.** Increase confidence in ability to make informed decisions, **4.** Increase awareness of progression options, **5.** Increase confidence in ability to make informed decisions	IS2, IS4, IS5
1.8 Promote engagement with student life and extracurricular activities through peer-to-peer support from specially trained student connectors who can provide low-level wellbeing support as well as signpost students to suitable activities as well as formal support and wellbeing services (Enhanced Existing Activity)	0.3 FTE programme management

2x 0.3 FTE programme delivery

Student staff pay and expenses

Student travel and subsistence costs | **1.** Increase sense of belonging, **2.** Skills development, **3.** Increase knowledge of HE support systems/processes, **4.** Increase awareness of HE life opportunities, **5.** Increased engagement in activity | IS2, IS4, IS5 |
| 1.9 Provide research internship opportunities for students from underrepresented groups to work alongside established researchers (New Activity) | 0.1 FTE administration and project support

0.1 FTE Project Lead and Project Design

£2,000 per intern

Staff and Intern subsistence | **1.** Increase sense of belonging, **2.** Increase self-efficacy, **3.** Increase confidence in ability to make informed decisions, **4.** Increase awareness of progression options, **5.** Increase confidence in ability to make informed decisions | IS4, IS5 |
| 1.10 Provide a guaranteed interview to Widening Participation students to become a Student Guide for | 0.1 FTE administration

Resources | **1.** Increase self-efficacy, **2.** Increase sense of belonging, **3.** Increase knowledge of progression opportunities | IS2, IS4, IS5 |

Activity	Inputs	Outcomes	Cross intervention?
the University (Enhanced Existing Activity)			

Evidence base and rationale: We have conducted a literature review, alongside engaging with our Student Advisory Panels on the research, rationale and design of the intervention strategy. More detailed information on evidence base and rationale can be found in Annex B (pg 41)

Evaluation

We do not intend to evaluate each activity within the strategy. We will focus our efforts on evaluating new activity, those with an emerging evidence base or those which require most resource. As such we will evaluate activities; 1.1, 1.4, 1.5 and 1.9 to OfS type 2 standard to establish whether they lead to the intended outcomes. Activity 1.3 is currently externally evaluated. We will also examine the extent to which each activity contributes to the overall objective.

We will begin this intervention strategy in 2024/25 and intend to produce a yearly report on interim findings. We anticipate we will share our findings at conferences and community of practice forums and will publish our findings on our website after four years.

More detailed information on evaluation can also be provided in the Evaluation section (pg 29) or at Annex B (pg 41).

Intervention strategy 2:

Objectives and targets: Reduce the gap in completion **(objective 2.1) (PTS_2)**, attainment **(objective 2.2)** (PTS_3) and progress **(objective 2.3) (PTP_1)** between those from the most economically deprived areas (IMD Q1) and those from the least economically deprived areas (IMD Q5)

Risks to equality of opportunity: insufficient access to/or engagement with tailored academic and personal support, progression from HE

Activity	Inputs	Outcomes	Cross intervention?
2.1 Deliver an academic tutoring programme in collaboration with Hello Future and Future U to 50 students in year 10 across Lancashire and Cumbria (New Activity, in pilot phase)	Tutor training, delivery time and expenses 0.3 FTE administration 0.2 FTE session design	**1.** Increase self-efficacy, **2.** Increase learners' academic performance in English, **3.** Increase academic confidence	IS1

Activity	Inputs	Outcomes	Cross intervention?
2.2 Tackling the Blues, early intervention programme, which supports children and young people 6-16 who are experiencing or at risk of developing mental illness. Utilising a peer mentorship model, with current EHU students (Existing Activity)	1.0 FTE programme design and delivery 1.0 FTE programme evaluation Student staff pay and expenses Student travel costs 3.0 FTE external partner delivery (Everton in the Community, Tate Liverpool)	EHU students: **1.** Improved graduate outcomes, **2.** Support for graduate attributes, **3.** Improved student mental health literacy, **4.** Improved engagement in work-related learning, **5.** Contribute to retention and progression, **6.** Contribute to curricular development and cross-Faculty activity, **7.** Increased research and knowledge exchange income School pupils: **1.** Improve young people's mental health literacy, **2.** Support schools to develop whole school approaches to mental health, **3.** Increase in resilience Partners: **1.** Increased engagement with University, **2.** Increased workforce development and recruitment, **3.** Increased engagement in research and knowledge exchange	NA
2.3 Provide an integrated Foundation Year to MBChB Medicine programme for students from underrepresented backgrounds (Existing Activity)	0.5 FTE administration 0.2 FTE x3 academic delivery	**1.** Increase students' basic knowledge, skills and understanding of subjects related to medicine, **2.** Develop a range of cognitive generic and transferable skills to further enhance their medical career progression, **3.** Develop an understanding of the local community where care is provided, **4.** Build students confidence and resilience to the	IS1

Activity	Inputs	Outcomes	Cross intervention?
		demands of HE and working in healthcare	
2.4 Holistic on-course support programme (Thrive) for widening participation students in their first year of undergraduate study (New Activity, in pilot phase)	0.5 FTE programme design and administration Session delivery Session resources	**1.** Increase awareness and uptake of support services, **2.** Increase sense of belonging, **3.** Increase self-efficacy, **4.** Increase resilience, **5.** Increase continuation, **6.** Increase completion, **7.** Increase degree attainment	IS1, IS4, IS5
2.5 Provide a financial support fund, underpinned by tailored communications and targeting of WP students, to enable students to engage in activities which enhance their employability, develop transferable skills, and build confidence (Existing Activity)	0.3 FTE programme management 0.7 FTE programme delivery Student staff pay and expenses Student travel and subsistence costs	**1.**Increased take up of SOF, **2.** Increase self-efficacy, **3.** Skills Development, **4.** Increase sense of belonging, **5.** Increase ability to make informed decisions about progression options	IS1, IS4, IS5
2.6 Host six Student Advisory Panels, for key widening participation groups, to provide an opportunity for students to provide their feedback on various services, functions and procedures across the University. As well as the opportunity to collaborate and coproduce on new and innovative activity (Enhanced Existing Activity)	0.5 FTE programme design and administration Student staff pay and expenses Session resources	**1.** Increase awareness of support services, **2.** Increase sense of belonging, **3.** Improve interpersonal skills, **4.** Increase self-efficacy, **5.** Increase continuation, **6.** Increase completion, **7.** Increase degree attainment (For the University) **1.** Increase awareness of the student experience	IS1, IS4, IS5
2.7 Provide an enhanced careers guidance offer for widening participation students, through longer in-depth appointments with specially trained colleagues,	1.0 FTE	**1.** Increase sense of belonging, **2.** Increase self-efficacy, **3.** Increase confidence in ability to make informed decisions, **4.** Increase awareness of progression options, **5.** Increase	IS1, IS4, IS5

Activity	Inputs	Outcomes	Cross intervention?
underpinned by tailored communications and targeting of WP students to boost engagement (Existing Activity)		confidence in ability to make informed decisions	
2.8 Promote engagement with student life and extracurricular activities through peer-to-peer support from specially trained student connectors; they will also provide low-level wellbeing support and signpost students to suitable activities, formal support and wellbeing services (Enhanced Existing Activity)	0.3 FTE programme management 2x 0.3 FTE programme delivery Student staff pay and expenses Student travel and subsistence costs	**1.** Increase sense of belonging, **2.** Skills development, **3.** Increase knowledge of HE support systems/processes, **4.** Increase awareness of HE life opportunities, **5.** Increased engagement in activity	IS1, IS4, IS5
2.9 Provide a guaranteed interview to Widening Participation students to become a Student Guide for the University (Enhanced Existing Activity)	0.1 FTE administration	Increase self-efficacy Increase sense of belonging Increase knowledge of progression opportunities	IS1, IS4, IS5

Evidence base and rationale: We have conducted a literature review, alongside engaging with our Student Advisory Panels on the research, rationale and design of the intervention strategy. More detailed information on evidence base and rationale can be found in Annex B (pg 41)

Evaluation

We do not intend to evaluate each activity within the strategy. We will focus our efforts on evaluating new activity, those with an emerging evidence base or those which require most resource. As such we will evaluate activities; 2.4, 2.5 and 2.6 to OfS type 2 standard to establish whether they lead to the intended outcomes. Activities 2.1 and 2.2 are currently externally evaluated. We will also examine the extent to which each activity contributes to the overall objective.

We will begin this intervention strategy in 2024/25 and intend to produce a yearly report on interim findings. We anticipate we will share our findings at conferences and community of practice forums and will publish our findings on our website after four years.

More detailed information on evaluation can also be provided in the Evaluation section (pg 29) or at Annex B (pg 41).

Intervention strategy 3:

Objectives and targets: Reduce the gap in continuation **(objective 3.1) (PTS_4)** and attainment **(objective 3.2) (PTS_5)** between those who have studied a BTEC and those who have studied an A-Level. We will also monitor the performance of T Level students as numbers grow in coming years.

Risks to equality of opportunity: insufficient access to/or engagement with tailored academic and personal support, progression from HE

Activity	Inputs	Outcomes	Cross intervention?
3.1 Run a tailored academic skills module for applicants who have studied a BTEC prior to commencing their undergraduate studies (New Activity)	0.4 FTE administration and facilitation 0.2 FTE design and delivery of academic skills module	**1.** Increase confidence in academic skills and ability, **2.** Increase awareness of academic and support services, **3.** Improve students' communication and interpersonal skills, **4.** Increase sense of belonging, **5.** Increase self-efficacy, **6.** Increase resilience, **7.** Increase knowledge of HE student life and expectation	NA
3.2 Provided enhanced training to nominated academic leads for BTEC students (New Activity)	0.3 FTE administration and facilitation 0.3 FTE design and delivery of training	**1.** Increase academic engagement, **2.** Increase sense of belonging, **3.** Increase academic ability, **4.** Increase self-efficacy and sense of belief, **5.** Increase knowledge of HE life and expectations, **6.** Increase knowledge of student support services For academics: **1.** Increase self confidence in supporting students, **2.** Increase knowledge of student support services, **3.** Increase knowledge of students' academic ability and skills	NA

Activity	Inputs	Outcomes	Cross intervention?
3.3 Provide enhanced training on BTECs to personal academic tutors (New Activity)	0.3 FTE administration and facilitation 0.3 FTE design and delivery of training	1. Increase academic engagement, 2. Increase sense of belonging, 3. Increase academic ability, 4. Increase self efficacy and sense of belief, 5. Increase knowledge of HE life and expectations, 6. Increase knowledge of student support services For academics: **1.** Increased self confidence in supporting students, **2.** Increased knowledge of student support services, **3.** Increased knowledge of students' academic ability and skills	NA
3.4 Construct a Supporting Staff to Support Students toolkit on BTECs (New Activity)	0.2 FTE design and construction of toolkit Student pay for input and review of toolkit	**1.** Increase academic engagement, **2.** Increase sense of belonging, **3.** Increase academic ability, **4.** Increase self efficacy, **5.** Increase knowledge of HE life and expectations, **6.** Increase knowledge of student support services For academics: **1.** Increase self confidence in supporting students, **2.** Increase knowledge of student support services, **3.** Increase knowledge of students' academic ability and skills	NA

Evidence base and rationale: We have conducted a literature review, engaged with colleagues at other institutions to ascertain best practice, alongside engaging with our Student Advisory Panels on the research, rationale and design of the intervention strategy. More detailed information on evidence base and rationale can be found in Annex B (pg 41)

Evaluation

We intend to evaluate all activity within this intervention strategy to OfS type 2 standard to establish whether they lead to the intended outcomes. We will also examine the extent to which each activity contributes to the overall objective.

We will begin this intervention strategy in 2024/25 and intend to produce a yearly report on interim findings. We anticipate we will share our findings at conferences and community of practice forums such as NEON and will publish our findings on our website after four years.

More detailed information on evaluation can also be provided in the Evaluation section (pg 29) or at Annex B (pg 41).

Intervention strategy 4:

Objectives and targets: Reduce attainment gap between those who have care experience and those who do not **(objective 4.1) (PTS_6).**

Risks to equality of opportunity: ability to make informed decisions about HE, insufficient access to/or engagement with tailored academic and personal support, rising cost pressures.

Activity	Inputs	Outcomes	Cross intervention?
4.1 Host an annual CPD and networking conference for professionals working with and supporting CEES young people, in collaboration with Shaping Futures and their CEES community of practice (New Activity)	0.2 FTE administration Speaker costs and expenses Venue and subsistence costs	**1.** Increase attainment, **2.** Improve knowledge of HE, benefits and support systems, **3.** Increase ability to make informed decisions about HE For professionals: **1.** Improve knowledge of HE, benefits and support systems, **2.** Increase ability to support students make informed decisions about HE, **3.** Increase knowledge of HE life and expectations, **4.** Increase sense of belonging	NA
4.2 Provide a menu of bespoke information and advice sessions to CEES students and their supporters	1.0 FTE session design, administration,	**1.** Improve knowledge of HE, its benefits and financial support, **2.** Increase ability to	NA

Activity	Inputs	Outcomes	Cross intervention?
through 1:1 or groups visits on to campus or to school/college or community settings. Sessions are delivered by specifically trained members of staff with expertise in supporting CEES students (Existing Activity)	facilitation, and expenses Student staff pay and expenses	make informed decisions about HE, **3.** Increase confidence, **4.** Increase interpersonal skills, **5.** Improve self-efficacy, **6.** Improve belonging in HE, **7.** Knowledge of HE student life and expectations	
4.3 Promote engagement with student life and extracurricular activities through peer-to-peer support from specially trained student connectors. Who can provide low-level wellbeing support and signpost students to suitable activities, formal support and wellbeing services (Enhanced Existing Activity)	0.3 FTE programme management 2x 0.3 FTE programme delivery Student staff pay and expenses Student travel and subsistence costs	**1.** Increase sense of belonging, **2.** Skills development, **3.** Increase knowledge of HE support systems/processes, **4.** Increase awareness of HE life opportunities, **5**. Increased engagement in activity	IS1, IS2, IS5
4.4 Form a Student Union society for CEES students, initially run by staff until a committee can be formed (New Activity)	0.2 FTE administration	**1.** Increase sense of belonging, **2.** Increase social confidence	NA
4.5 Deliver a collaborative two event pre-entry programme with Shaping Futures and Liverpool John Moores University (Existing Activity)	0.2 FTE administration, design and delivery of sessions Student staff time and expenses Session resources Transport and subsistence costs for visitor	**1.** Improve knowledge of HE, its benefits and financial support, **2.** Increase ability to make informed decisions about HE, **3.** Increase confidence, **4.** Increase interpersonal skills, **5.** Improve self-efficacy, **6.** Improve sense of belonging in HE	NA
4.6 Staff training on supporting students who have experienced trauma and unmet attachment (New Activity)	0.1 FTE administration Cost of training provider Staff time for attendance	**1.** Increase confidence in supporting students, **2.** Increase self-efficacy, **3.** Increase awareness of signs of trauma and unmet attachment	NA

Activity	Inputs	Outcomes	Cross intervention?
4.7 Provide enhanced training to nominated academic leads for CEES students (New Activity)	0.2 FTE administration, design and delivery of training	**1.** Increase confidence in supporting students, **2.** Increase self-efficacy, **3.** Increase awareness of student support systems	NA
4.8 Provide an enhanced careers guidance offer for CEES students, through longer in-depth appointments with specially trained colleagues, underpinned by tailored communications and targeting of WP students to boost engagement (Existing Activity)	1.0 FTE	**1.** Increase sense of belonging, **2.** Increase self-efficacy, **3.** Increase confidence in ability to make informed decisions, **4.** Increase awareness of progression options	IS1, IS2, IS5
4.9 Host a Student Advisory Panels, for CEES, to provide an opportunity for students to provide their feedback on various services, functions and procedures across the University. As well as the opportunity to collaborate and co-produce on new and innovative activity (Existing Activity)	0.5 FTE programme design and administration Student staff pay and expenses Session resources	**1.** Increase awareness of support services, **2.** Increase sense of belonging, **3.** Improve interpersonal skills, **4.** Increase self-efficacy, **5.** Increase continuation, **6.** Increase completion, **7.** Increase degree attainment For the University **1.** Increased awareness of the student experience	IS1, IS2, IS5
4.10 Holistic on-course support programme (Thrive) for widening participation students, with a guaranteed place on programme for CEES students, in their first year of undergraduate study (New Activity, in pilot phase)	0.5 FTE programme design and administration Session delivery Session resources	**1.** Increase awareness of support services, **2.** Increase sense of belonging, **3.** Increase self-efficacy, **4.** Increase resilience, **5.** Increase continuation, **6.** Increase completion, **7.** Increase degree attainment	IS1, IS2, IS5
4.11 Provide research internship opportunities for CEES students to work alongside established researchers (New Activity)	0.1 FTE administration and project support 0.1 FTE Project Lead and Project Design £2,000 per intern	**1.** Increase sense of belonging, **2.** Increase self-efficacy, **3.** Increase confidence in ability to make informed decisions, **4.** Increase awareness of progression options	IS1, IS5

Activity	Inputs	Outcomes	Cross intervention?
	Staff and Intern subsistence		
4.12 Provide a financial support fund, underpinned by tailored communications and targeting of CEES students, to enable them to engage in activities which enhance their employability, develop transferable skills, and build confidence (Existing Activity)	0.3 FTE programme management 0.7 FTE programme delivery Student staff pay and expenses Student travel and subsistence costs	**1.**Increased take up of SOF, **2.** Increase self-efficacy, **3.** Skills Development, **4.** Increase sense of belonging, **5.** Increase ability to make informed decisions about progression options	IS1, IS2, IS5
4.13 Facilitate an annual listening exercise between a member of the Executive Team and our current CEES students to provide their thoughts and feelings on being a CEES student at EHU (Existing Activity)	0.1 FTE administration, facilitation**,** and expenses	**1.** Increase sense of belonging, **2.** Increase self-belief For the University **1.** Increase awareness of the student experience	NA
4.14 Provide a guaranteed interview to CEES students, to become a Student Guide for the University (Enhanced Existing Activity)	0.1 FTE administration	**1.** Increase sense of belonging, **2.** Increase self-efficacy, **3.** Increase confidence in ability to make informed decisions, **4.** Increase awareness of progression options	IS1, IS2, IS5

Evidence base and rationale: We have conducted a literature review, engaged with colleagues at other institutions to ascertain best practice, completed a focus group with current CEES students and engaged with our Student Advisory Panels on the research, rationale, and design of the intervention strategy. More detailed information on evidence base and rationale can be found in Annex B (pg 41)

Evaluation

We do not intend to evaluate each activity within the strategy, we will focus our efforts on evaluating new activity, those with an emerging evidence base or those which require most resource. As such we will evaluate activities; 4.1, 4.2, 4.6, 4.7,4.9,4.10, 4.11 and 4.12 to OfS type 2 standard to establish whether they lead to the intended outcomes. We will also examine the extent to which each activity contributes to the overall objective.

We will begin this intervention strategy in 2024/25 and intend to produce a yearly report on interim findings. We anticipate we will share our findings at conferences and community of practice forums such as NEON and will publish our findings on our website after four years.

More detailed information on evaluation can also be provided in the Evaluation section (pg 29) or at Annex B (pg 41).

Intervention strategy 5:

Objectives and targets: Increase the proportion of Black, Asian and Minority Ethnic Students **(objective 5.1) (PTA_1)** and to decrease the gap in attainment between our Black, Asian and Minority Ethnic students and our White students **(objective 5.2) (PTS_7).**

Risks to equality of opportunity: ability to make informed decisions about HE.

Activity	Inputs	Outcomes	Cross intervention?
5.1 Run a four-event pre-entry programme for 50 year 12/first year college Black, Asian and Minority Ethnic students. Delivered in collaboration with our current Black, Asian and Minority Ethnic students as well as EHUSU societies. Successful completion of the four events will result in an 8-point UCAS reduction in offer to study at EHU (apart from Medicine) (Existing Activity)	0.3 FTE administration, facilitation**,** and expenses Student staff pay and expenses Student travel costs and expenses	**1.** Increase likelihood of applying to HE, **2.** Improve knowledge of HE, its benefits and financial and student support, **3.** Increase ability to make informed decisions about HE, **4.** Increase confidence, **5.** Increase interpersonal skills, **6.** Improve self-efficacy, **7.** Improve sense of belonging in HE, **8.** Increase knowledge of HE student life and expectations	NA
5.2 Host a Student Advisory Panels, for Black, Asian and Minority Ethnic Students to provide an opportunity for students to provide their feedback on various services, functions and procedures across the University. As well as the opportunity to collaborate and coproduce on new and innovative activity (Existing Activity)	0.5 FTE programme design and administration Student staff pay and expenses Session resources	**1.** Increase awareness of support services, **2.** Increase sense of belonging, **3.** Improve interpersonal skills, **4.** Increase self-efficacy, **5.** Increase continuation, **6.** Increase completion, **7.** Increase degree attainment For the University **1.** Increase awareness of the student experience	IS1, IS2, IS4
5.3 Provide research internship opportunities for Black, Asian and Minority	0.1 FTE administration and project support	**1.** Increase sense of belonging, **2.** Increase self-efficacy, **3.**	IS1, IS4

Activity	Inputs	Outcomes	Cross intervention?
Ethnic students to work alongside established researchers (Enhanced Existing Activity)	0.1 FTE Project Lead and Project Design £2,000 per intern Staff and Intern subsistence	Increase confidence in ability to make informed decisions, **4.** Increase awareness of progression options, **5.** Increase confidence in ability to make informed decisions	
5.4 Holistic on-course support programme (Thrive) for widening participation students, with specific targeting to encourage Black, Asian and Minority Ethnic student engagement, in their first year of undergraduate study (New Activity, in pilot phase)	0.5 FTE programme design and administration Session delivery Session resources	**1.** Increase awareness of support services, **2.** Increase sense of belonging, **3.** Increase self-efficacy, **4.** Increase resilience, **5.** Increase continuation, **6.** Increase completion, **7.** Increase degree attainment	IS1, IS2, IS4
5.5 Provide an enhanced careers guidance offer for Black, Asian and Minority Ethnic Students, through longer in-depth appointments with specially trained colleagues, underpinned by tailored communications and targeting to boost engagement (Existing Activity)	1.0 FTE	**1.** Increase sense of belonging, **2.** Increase self-efficacy, **3.** Increase confidence in ability to make informed decisions, **4.** Increase awareness of progression options, **5.** Increase confidence in ability to make informed decisions	IS1, IS2, IS4
5.6 Provide a financial support fund, underpinned by tailored communications and targeting of Black, Asian and Minority Ethnic students, to enable students to engage in activities which enhance their employability, develop transferable skills**,** and build confidence (Existing Activity)	0.3 FTE programme management 0.7 FTE programme delivery Student staff pay and expenses Student travel and subsistence costs	**1.**Increased take up of SOF**, 2.** Increase self-efficacy, **3.** Skills Development, **4.** Increase sense of belonging, **5.** Increase ability to make informed decisions about progression options	IS1, IS2, IS4
5.7 Provide a guaranteed interview to Black, Asian and Minority Ethnic students to become a Student Guide for the University (Enhanced Existing Activity)	0.1 FTE administration	**1.** Increase self-efficacy, **2.** Increase sense of belonging	IS1, IS2, IS4

Activity	Inputs	Outcomes	Cross intervention?
5.8 Promote engagement with student life and extracurricular activities through peer-to-peer support from specially trained student connectors. Who can provide low-level wellbeing support and signpost students to suitable activities, formal support and wellbeing services (Enhanced Existing Activity)	0.3 FTE programme management 2x 0.3 FTE programme delivery Student staff pay and expenses Student travel and subsistence costs	**1.** Increase sense of belonging, **2.** Skills development, **3.** Increase knowledge of HE support systems/processes, **4.** Increase awareness of HE life opportunities, **5.** Increased engagement in activity	IS1, IS2, IS4

Evidence base and rationale: We have conducted a literature review, engaged with colleagues at other institutions to ascertain best practice, completed focus groups with current Black, Asian and Minority Ethnic students and engaged with our Student Advisory Panels on the research, rationale, and design of the intervention strategy. More detailed information on evidence base and rationale can be found in Annex B (pg 41)

Evaluation

We do not intend to evaluate each activity within the strategy, we will focus our efforts on evaluating new activity, those with an emerging evidence base or those which require most resource. As such we will evaluate activities; 5.1, 5.2, 5.3, 5.4 and 5.6 to OfS type 2 standard to establish whether they lead to the intended outcomes. We will also examine the extent to which each activity contributes to the overall objective.

We will begin this intervention strategy in 2024/25 and intend to produce a yearly report on interim findings. We anticipate we will share our findings at conferences and community of practice forums such as NEON and will publish our findings on our website after four years.

More detailed information on evaluation can also be provided in the Evaluation section (pg 29) or at Annex B (pg 41).

Whole provider approach

Our APP Steering Group is chaired by the University Secretary and Pro Vice-Chancellor for Student Experience and includes representation at a senior level, from academic and professional services across the University.

An Operations Group advises the Steering Group; providing an updated action plan at each meeting. The Operations Group has representation from across the University and provides a space to share and collaborate on activity.

The Board of Governors request updates on the APP and progress towards targets throughout the year. The resulting papers are produced by the Head of Access and Participation and presented by the Pro Vice-Chancellor for Student Experience.

Our Widening Access and Participation team sits centrally within the Student Administration Department. We have colleagues focused across Access and Success, with Progress work sitting in our Careers Team. We also have a member of staff focused on Evaluation. The team carry out Access and Success initiatives in conjunction with the relevant teams across the University.

Equality Diversity and Inclusion

Our principles of inclusivity run as threads throughout everything we do, fostering a sense of belonging and creating an environment where all people are valued for who they are. We want Edge Hill University to be an inclusive place to work and study. We seek to create opportunities and reduce barriers for everyone, particularly under-represented groups.

Our EDI strategy and action plan sets out our commitment and our overall mission[41]. The commitments in our APP are reflected in this EDI strategy. The University lead for EDI sits on the APP Steering Group and the Head of Access and Participation sits on the EDI Steering Group to ensure both areas of work are joined up and mutually reinforcing.

National Accreditations

Edge Hill University is proud to have signed the Care Leaver Covenant to pledge our support to Care Experienced Students, and to have gained the NNECL Quality Mark for our support package for Care Experienced Students. We have also signed up to the StandAlone pledge to support our Estranged Students.

Edge Hill is approved by the MOD for the ELC scheme and welcomes applications from members of the Armed Forces.

Pre-Entry Support

Widening Access Team

The University's Widening Access team offer bespoke information and guidance to students who may need additional support to access HE. In line with our APP targets and objectives, the team deliver programmes of activity to specific student groups to support with attainment raising work in schools or colleges, as well as initiatives to address and explore misconceptions of HE to ensure that students can make informed choices about their progression into HE. Such activity is also supported and co-designed with many of our student panel members who use their lived experience to inform our work and support students pre-entry via their shared understanding.

The team also work with students 1:1 or in small groups, both on campus and in external settings, to provide bespoke support offers. For example, the team has a dedicated officer working with Mature and Access to HE students to assist their progression to University through the delivery of mock interview training, UCAS application drafting, and support with transitioning into University level study. This support offer also includes individuals leaving military service who wish to enter HE, and the team work with the British Forces Resettlement Service.

The team also offer dedicated support to groups of students such as those who are care-experienced and estranged. This includes meeting with students, their supporters and Local Authority staff to support students' research into HE, and their transition into University level study

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[41] Equality, Diversity and Inclusion | Edge Hill University

and life, especially through working closely with student support teams across the University to ensure a holistic offer is provided to students from the very beginning.

Education Liaison Team

The team work with sixth forms and colleges across the UK to provide information, advice and guidance to students regarding progression to HE. In addition to delivering large scale events such as Open Days and Subject Taster Days, the team host visits to campus for schools and colleges. The team also routinely deliver presentations and workshops to Year 12 and 13 students (Year 1 and 2 in college) to support with UCAS research and application processes, provide information relating to Student Finance and funding support, as well as running preparation for HE activities which are designed to support students' transitions into HE. The team have been awarded the Quality Badge for Learning Outside the Classroom, acknowledging the good quality educational provision they provide and were commended in the OfS Coronavirus briefing for their excellent and innovative IAG provision.

Faculty of Education Partnerships Team

We work closely and strategically with our partners, offering bespoke Continuing Professional Development (CPD), looking for joint research projects and working together on improvement activities. Alongside the training of hundreds of committed and excellent teachers each year, the faculty has a large and successful Special Educational Needs Coordination programme (SENCo), CPD and Masters courses, and expertise in beach and forest schooling.

We value the relationships we have built with local schools, settings and their alliances, as well as local authorities and councils. Our attainment raising campus visits explore a range of subjects, alongside a Getting into HE session that is tailored to the appropriate setting; primary, secondary or further education. Activities this academic year include a Creative Writing session with an author for Year 9 pupils, Sport Analysis to improve technique for Year 5 pupils and a Poetry Slam for Years 2 to 6.

The faculty is in partnership with other external organisations such as Tate Liverpool and Everton in the Community to provide extended programmes of activity. We offer opportunities to our current students to develop additional skills and experiences to enhance their employability through professional development sessions on a variety of extra-curricular topics. Our trainees then deliver this activity to visiting school pupils to further develop their practice. Examples include a Careers programme for year 5 pupils.

Events

The University has an inclusive events offer at Open Days, Offer Holder Days and welcome events. The Widening Access Team and Support Services provide additional bespoke support to students meeting widening participation criteria. Such provision includes the delivery of specialist talks for student groups such as our mature student finance and funding session, facilities for students to speak to support staff one to one to discuss their individualised needs, a buddy scheme for independent students, provision of British Sign Language interpreters for key presentation sessions and to accompany individual students throughout their day, and support with travel costs to enable students to attend campus events.

Diverse pathways into and through higher education

An overview of our HE preparation course and foundation year and foundation degree programmes can be found below:

Fastrack Programme, Level 4
Fastrack is an intensive, seven-week preparation for HE programme. Comprising of one week of preparation and six weeks of full-time study, it is designed to enhance subject knowledge; introducing key elements of an individual's chosen degree subject. Fastrack is designed to boost individuals' academic confidence, covering essential skills such as note-taking, essay writing, exam techniques and an introduction to IT. The programme is free of charge to UK students.

Those who successfully complete the Fastrack course will then be considered for a place on a degree at Edge Hill University.

STEM foundation year
The STEM Foundation Year is suitable for students who do not meet the subject-specific requirements for science-based courses. The foundation year provides opportunity to develop the necessary scientific skills and knowledge to progress onto the first year of the individual's selected science-based degree at Edge Hill University.

The programme includes three pathways which enable students to enhance their scientific knowledge in computer programming, biology or geography.

Nursing Associate, FdSc
Successful completion of this two-year Foundation Degree provides students the opportunity to apply for registration with the Nursing and Midwifery Council as a qualified Nursing Associate, who will then be able to start work in many different healthcare settings or to carry on their studies with a BSc in Nursing. Additionally, there is a new ODP apprenticeship course in development, which will commence in January 2025.

Medicine with Foundation Year
The MBChB Medicine with Foundation Year is for students from the North West of England who have the potential and aspiration to become doctors, who have studied the A levels needed to join our MBChB Medicine degree but whose background may mean it is less likely that they will be able to meet the academic requirements for direct entry. Candidates must satisfy certain widening participation criteria to be eligible to apply.

The programme prepares students for the rigours of studying medicine, with a curriculum focused on health in the community. Opportunities for clinical and community learning will be supported by work experience, voluntary work or work shadowing to develop students understanding of the people within the local community where care is provided.

On course student support

We want all our students to achieve their full potential and have a positive experience at Edge Hill University. We offer a range of services to support our students throughout their journey, from admission to graduation and beyond. We support students in their academic, personal and professional development. We also support emotional and physical health and wellbeing in a variety of ways, with bespoke or tailored support offered to our widening participation students.

Professional Services colleagues also contribute to the academic CPD programme, including through the 'Supporting Staff to Support Students' Toolkits, and through Personal Tutor training, as well as nurturing close working relationships day to day to ensure student support is joined up.

Wellbeing

The Wellbeing Team can provide access to specialist counselling, therapeutic work or involve the Campus Life team where appropriate – finding the right intervention for each student is the team's focus. Students can make an appointment to meet the team or drop in for a confidential, non-judgemental discussion. For students who do not feel able to attend a face to face appointment, we offer the online service 'Let Us Know'. This allows students to refer themselves or raise concerns about others who may be struggling and can be used anonymously. In 2021/22, students rated the Wellbeing Services they received as 4.75 out of 5 and 100% of respondents reported that the support they received helped them to stay at University[42]

Money Advice Team

Our Money Advice team provide advice and guidance on a range of financial issues. This includes budgeting, difficulties accessing student loans and dealing with unexpected financial emergencies. The team offer expert, non-judgmental advice to help solve financial issues and allow students to stay focused on their studies. The Money Advice team also offer advice and information about the Student Support Fund. This fund offers help for eligible students with serious financial difficulties or whose access to HE is impacted due to financial reasons.

Student Support Team

The team support all students, but in particular those underrepresented within HE. The team are the designated contact for Care Leaver, Care Experienced and Estranged Students. They support with applications for the Care Leaver bursary in addition to helping students navigate the support package available. The team also offer bespoke support to our Transgender students.

Additionally, the team offer our 'Thinking of Leaving' service. This is a proactive initiative designed to support students to stay on course and succeed. The service encourages students who are experiencing problems to access centralised support from staff who can assist with their choices. They can also refer students to more specialist support such as money advice or mental health services.

Personal Tutor model

We provide a well-planned, monitored and evaluated personal tutor system which increases students' sense of belonging, cohort identity, personal development and academic success. All our students are assigned a personal tutor as their main point of contact and key source of guidance and support for their academic and pastoral needs. Personal tutors operate within a clear framework of threshold standards and undergo training to ensure they provide high quality support to their students. Although there are clear institutional expectations, personal tutors tailor their approach to ensure the individual needs of each student are effectively met. As well as providing academic and pastoral support, personal tutors are a student's key interface with central services. Students meet regularly with their tutors as part of taking responsibility for their own learning.

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[42] Internal data – sample of 24 students who accessed support

Faith and Community

The service provides support to students and staff of all faiths and none. They offer pastoral support, bereavement support, advice about faith and the issues it can potentially raise, signposting to other sources of help, links to local faith communities, and chaplaincy facilities.

Disability support

The Inclusion team support students to achieve their potential, working in partnership with students on course and pre-entry to ensure the right support is in place. They help students navigate DSA eligibility and the application process, they produce Student Support Plans and support students with reasonable adjustments.

SpLD support

The SpLD Support Team supports students to explore any challenges related to Specific Learning Difficulties (SpLD) such as dyslexia, dyspraxia, dyscalculia and ADHD. The team support SpLD students to access support and technologies that may be helpful in developing study skills strategies, and/or support in mitigating the impact of any challenges.

Student Opportunity Fund (SOF)

Our Student Opportunity Fund supports student participation in employment-enhancing activities which may otherwise be cost prohibitive. It funds study enhancement activity for all students at academic department level to ensure consistency of experience (e.g. field trips for biologists or visits to Parliament for politics students). It also supports individuals, who can apply for up to £2000 to support a career-enhancing opportunity. It can be used for an array of reasons: expenses to travel to and from interviews or assessment days, representing the University at a conference, festival or event, developing creative material for example films, performances and publications. The fund can also be used to meet the cost of tuition fees for either a sandwich and/or additional year spent studying aboard as part of a students' course. A placement bursary is also available through the fund for Sandwich Year students. In addition to supporting with travel costs for interviews, the fund also provides an interview clothing bank.

These are things that have a demonstrable impact in enhancing a student's opportunities beyond University and into employment.

Careers support

Careers guidance is available throughout a students' studies and up to three years after graduation. We have a dedicated member of careers staff who works with widening participation students, providing enhanced 1:1 support in sourcing part-time work, preparing for interview and career preparations. They also organise events with a particular widening participation focus such as our Diverse Voice Alumni Panels. The idea for the Diverse Alumni panels came from our Student Advisory Panels, who fed back that they would like to see alumni 'like them' share their experiences of life after graduation. We have thus far had Diverse Alumni events representing our Black, Asian and Minority Ethnic Students, our Disabled Students, our First-Generation Students and our CEES students. Where possible we have had a current student with relevant lived experience chair the panel and support in fielding questions.

Utilising our Target Connect CRM system we can communicate with specific groups of students based on demographic information this enables colleagues to send very specific targeted emails to better support students and highlight opportunities.

Collaboration

We dedicate time and resource for colleagues to engage with collaborative networks, to further improve their practice and to share our expertise.

Forum for Access and Continuing Education (FACE)

We are a member of the Access and Participation Plan Special Interest Group within the FACE network. The Group provides a space for institutional leads for widening participation to share findings, best practices and approaches to supporting students from underrepresented groups. Over the course of this Plan, the Group will be working collaboratively to provide peer support, professionalisation opportunities and advocacy for widening participation across the country.

Uni Connect

We are partners of three Uni Connect networks: Shaping Futures (Merseyside), Future U (Lancashire) and Hello Future (Cumbria). We are actively engaged at an operational and strategic level, with dedicated colleagues attending meetings, community of practice forums and events. We have engaged in collaborative programmes with all three partners and highly value their expertise and support.

NEON Working groups

We are actively involved in several NEON working groups, we value the opportunity to engage with colleagues to share learning and best practice. We have utilised these forums as sounding boards for new activity and to share evaluation findings.

Other External Organisations

We also engage with and contribute to variety of other external organisations including NorthClass[43], Barnados[44], NNECL[45], the Donaldson Trust[46], the Open Awards: Awards to HE Committee[47], StandAlone[48] BFRS[49], and several local authority virtual schools and leaving care teams. Additionally, many staff across the University hold roles as School Governors, with some providing enhanced support in specialist link roles, such as those working with SENCOs[50].

Student consultation

Throughout their journey, we invest in understanding our students, their experiences, skills, and aspirations. We have a range of mechanisms for gaining students' insights and implementing this

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43 https://www.nnecl.org/pages/124-northclass
44 https://www.barnardos.org.uk/what-we-do/services/liverpool-young-adult-carers
45 https://www.nnecl.org/
46 https://www.donaldsons.org.uk/
47 https://openawards.org.uk/who-we-are/our-access-to-he-committee/
48 https://www.standalone.org.uk/
49 https://bfrss.org.uk/
50 25 members of staff in 22/23

learning into our practice. Central to our planning and construction of this Access and Participation Plan has been coproduction with our Student Advisory Panels.

Edge Hill first convened a Student Advisory Panel (SAP) for Black, Asian, and Minority Ethnic students in 2020/21. As an institution, we acknowledge that barriers to equality of opportunity are complex and are the result of a range of intersecting factors which we are continually seeking to better understand. The original panel proved so successful that an additional 4 panels were convened for 2021/22 including a Care Experienced, Care Leaver and Estranged SAP; a Disabled SAP; A First-Generation to HE SAP; and a Mature SAP.

The panels allow for genuine co-production with our students. They have direct input into all our Widening Access and Widening Participation work and act as a critical friend to the University, providing feedback and input on a wide variety of University policies, structures, and processes. Panel members have provided their insights into the overarching risks to equality of opportunity we should address within this plan, the student groups we should focus on and the inputs we should employ to support these students and mitigate their risks to equality of opportunity. Many of the initiatives included within this plan have been constructed with input from one or more of our Student Advisory Panels and panel members will support in the implementation of some initiatives.

Our student advisory panel initiative won the Outstanding Contribution to Social Mobility Award at the recent Educate North Awards[51], acknowledging the positive impact this initiative has had on the students involved as well as the wider University community.

In preparation for planning and constructing this access and participation plan, consultation sessions with the wider University community were held, which included representation from our Students Union as well as a variety of EHUSU society committee members, who have been invaluable in their support and insight. Colleagues from the Students Union are also members of our APP Steering Group and APP Operations group. Both groups have been integral in formulating this plan.

We routinely gather feedback from students, utilising a variety of methods including:

- Pre-entry survey 'Getting to know you' to inform induction and transition activity
- Sounding Boards
- Student Feedback Panels
- Student-Staff Consultative Forums
- Mid-Course and End of Course Student Voice Surveys

Insights from these sources have also been utilised in the design of the widening access and participation activity included within this plan.

Evaluation of the plan

Edge Hill University is committed to understanding whether the interventions we deliver to support our underrepresented students are successful, so we can learn from what works, and amend our approaches accordingly to have maximum impact. We have effective governance and oversight of evaluation in place across widening access and participation work. We have a dedicated member of staff for evaluation; however every member of the central widening access and participation

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[51] https://educatenorth.co.uk/2023-winners/

team has responsibility for evaluation, with strategic oversight sitting with the Head of Access and Participation. Colleagues have a clear understanding of the importance of effective evaluation and are clear of the expectations placed upon them.

When designing new and reviewing existing programmes, colleagues must:

- Complete data analysis utilising internal management data, the OfS APP Data Dashboard[52] and any other relevant data sets
- Complete a literature review and review best practice across the sector. We have internal evidence banks, engage our local networks and utilise the TASO toolkits [53] and OfS Effective practice examples [54].
- Complete a Theory of Change Workshop with staff and student stakeholders
- Attend a Student Advisory Panel to seek their input, guidance, and support
- Meet with the Evaluation Coordinator to discuss the evaluation plan, resources required and to discuss considerations such as GDPR compliance, small sample sizes and any ethics requirements
- Complete an IPD (Initiative Planning Document) [55]documenting all the above steps

All the above steps must be completed and documented, and presented to the APP Steering Group[56], prior to the Head of Access and Participation signing off new programmes.

As a minimum, widening access and participation programmes are evaluated to OfS Type 2: Empirical evidence (please see our intervention strategies for further detail on how individual activities will be evaluated). We utilise Qualtrics to complete baseline and post programme impact surveys with participants, as well as also using Mentimeter to complete in-session touch points. We have an evaluation framework which details the outcomes we measure against at each stage of the lifecycle and provides example questions for each. We also have 4 'golden questions' which we ask across all activities and programmes so that we can compare impact relating to our central goals. We also utilise HEAT to longitudinally track participants entry and success in HE.

Where appropriate we will also complete focus groups or listening exercises with participants to further enhance our ability to ascertain impact and identify causality; we embed these in creative activities, so students do not feel they are being 'evaluated'. We will also seek feedback and impact from supporters and other stakeholders where appropriate. When working collaboratively with UniConnect partners or other HE institutions, we will evaluate projects collaboratively and have data sharing policies in place with key collaborative partners. We seek to obtain data from multiple sources to enable us to triangulate our findings to effectively evaluate the impact of our interventions.

Our APP Steering group will receive evaluation reports once per year for every widening access and participation programme in operation, and this will be presented by the lead member of staff responsible for this work. The Steering group will interrogate these mixed methods reports to provide assurances that work being completed is supporting our APP commitments. Following their yearly evaluation, programmes that staff intend to deliver again will also need to submit an updated IPD document to the Steering group for approval, before delivery recommences. In addition to

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[52] https://www.officeforstudents.org.uk/data-and-analysis/access-and-participation-data-dashboard/
[53] https://taso.org.uk/evidence/toolkit/
[54] https://www.officeforstudents.org.uk/advice-and-guidance/promoting-equal-opportunities/effective-practice/
[55] IPD is our internal planning process which ensures a systematic approach to producing each programmes Theory of Change
[56] A strategic group with oversight for the full institution approach to APP, membership comprises senior colleagues from across professional and academic areas

sharing findings through the APP Steering Group and internal committee structure we also attend internal conferences such as our Learning & Teaching conference and internal forums such as PAT forums (Personal Academic Tutor) to share findings and best practice. We also engage with internal research networks including the Higher Education Research Network and the Education for Social Justice research group.

Where we feel we have particularly innovative practice to share we will do this via local community of practice forums such as the Shaping Futures CEES CoP and working groups such as the NEON Addressing Differential Outcomes for Ethnically Diverse Learners. We have also recently presented nationally at the UUK Closing ethnicity awarding gaps 2023 conference and the OU Biennial International Conference on Access, Participation and Success, and have previously published in WP journals[57]. We will continue to respond to calls for evidence and opportunities to share our best practice.

We encourage colleagues to engage in professional networks and a representative of our team attends; the North West Widening Participation Research and Evaluation group (which was established by Edge Hill in July 2019), Shaping Futures Monitoring and Evaluation group, Future U Research and Evaluation group and the NEON Establishing evidence and measuring impact working group. These networks allow us to share evidence-based best practice, strengthen peer-to-peer review and explore collaborative evaluation processes and research. Additionally, colleagues engage with training conferences and events.

We completed the evaluation self-assessment tool and were pleased to be scored 'Advanced' in each of the five categories. The exercise provided areas for improvement going forward and we will seek to implement the following, during the lifespan of this plan, to further strengthen our approach:

- Explore the use of comparator groups where appropriate; we have identified two programmes which we feel this may be suitable for and we will be following internal research ethical approval to trial this approach in 2024/25
- Explore the use of benchmarks for assessing effectiveness, we feel our approach to 'golden' questions will allow us to build up a bank of knowledge which we can then benchmark against
- Explore completing a risk analysis of our evaluation strategy

Provision of information to students

We produce an undergraduate Finance Guide which details our fees and financial support information. The guide is available at all Open Days and Offer Holder events and is mailed out to those who booked but could not attend.

During Open Days and Offer Holder Days we include information regarding fees and financial support in our welcome talks and sessions for parents and supporters. We also have representatives from our Money Advice Team available to provide enhanced guidance to prospective students and their supporters.

We communicate key messaging around fees and financial support through our CRM emails to prospective students and applicants, we also include these messages in our 'Getting Started'

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57 For example - (PDF) Exploring the use of mixed methods in research and evaluation of widening participation interventions: guidance for practitioners (researchgate.net)

campaign which supports students transition into University from confirmation through to commencing their studies.

Information regarding our fees and funding and financial support are also available on our webpages[58].

Once on-course, students can engage with our Money Advice Team, Scholarships Team, Student Life Team (for queries regarding our Student Opportunity Fund) and Student Support Team (for queries regarding our Care Leaver bursary). These teams are all collocated in our Catalyst building and students can access them via virtual, telephone or face to face appointments.

Financial Support:

The below financial support information was accurate as of August 2023. We regularly review financial support and therefore recommend going to our website for the most up to date financial support information and eligibility criteria.

The Student Support Fund is a means tested fund for those in financial difficulties which may prevent their engagement with their studies. A maximum payment of £4,000 is paid to eligible students following a financial assessment. For full eligibility criteria and more information please visit our webpages[59].

The Student Opportunity Fund awards up to £2,000 to support students to participate in an employment-enhancing opportunity. For more information see page 27 and visit our webpages for full eligibility criteria and application information[60].

Bursaries:

A Care Leaver Bursary is available to UK care lever students joining a full-time or part time programme and are under the age of 25 at the start of their course. The maximum award is £1,000 per academic year (£500 per annum for part-time students). For more information and full eligibility information please visit our webpages[61].

Scholarships:

Excellence Scholarship, rewards determination, commitment and achievement of students outside of their studies. This scholarship is available to current students and offers a maximum award of £2,000. Students must apply to be considered for this scholarship. For full information and eligibility criteria please visit our webpages[62].

The Sports Scholarship is designed to develop the performance of students who can demonstrate talent, achievement and dedication in sport. Applications are considered to determine whether the application is successful and to establish Gold, Silver or Bronze classification. The maximum award is £1,000 per academic year, in addition to other sport related benefits. For more information and full eligibility criteria please visit our webpages[63].

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58 Fees and Funding - https://www.edgehill.ac.uk/study/fees-and-funding/
Student Support Fund - https://www.edgehill.ac.uk/departments/support/studentservices/moneyadvice/student-support-fund/
Scholarships - https://www.edgehill.ac.uk/scholarships/
59 Student Support Fund | Student Services | Edge Hill University
60 Student Opportunity Fund | Scholarships | Edge Hill University
61 Care Experienced and Estranged Students (CEES) | EHU (edgehill.ac.uk)
62 Excellence Scholarships for current students - Edge Hill University
63 Sports Scholarships for applicants - Edge Hill University

The Adam Bell Scholarship celebrates students who make a significant contribution to the community of the University. The maximum award is £2,000 with students being nominated for this award and then a panel reviewing submissions. For more information and full eligibility criteria please visit our webpages[64].

The Preparation for Higher Education Scholarship rewards determination and commitment, taking into account attendance, progress and displaying promise in the face of adversity on the University's Fastrack programme. The maximum award is £1,000 and students must complete an application form. For more information and full eligibility criteria please visit our webpages[65].

The University Scholarship recognises students who help to raise the profile of Edge Hill University in a positive way or who make a significant contribution to equal opportunities and diversity. The maximum award is £2,000 with students being nominated for this award and then a panel reviewing submissions. For more information and full eligibility criteria please visit our webpages[66].

Awards:

Academic Achievement Awards reward the year 1 and year 2 students with the highest average percentage mark in their academic department. The maximum award is £1,000 and this is automatically awarded to eligible students. For more information and full eligibility criteria please visit our webpages[67]

The Mark Flinn Award recognises students who are keen to develop their skills by undertaking a research project which makes extensive use of historical evidence. The maximum award is £500 and students must apply to be considered for this award. For more information and full eligibility criteria please visit our webpages[68]

The Rhiannon Evans Poetry Award celebrates students who display promise as creative writers. The maximum award is £500 and students must apply to be considered for this award. For more information and full eligibility criteria please visit our webpages[69]

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64 Adam Bell Scholarship - Edge Hill University
65 Preparation for higher education scholarship - Edge Hill University
66 University Scholarship - Edge Hill University
67 Academic Achievement Awards - Edge Hill University
68 Mark Flinn Award - Edge Hill University
69 Rhiannon Evans Poetry Award - Edge Hill University

Annex A: Assessment of performance

A thorough assessment of performance was conducted utilising the following data sources: the OfS Access and Participation Data Dashboard, the OfS Size and Shape Dashboard, the UCAS WP Insight Report and Census 2021 demographic data alongside our own internal data to look at intersectional trends. Due to small cohort sizes for certain student groups and to smooth the effects the pandemic and cost of living crisis, aggregated data was used where possible.

Access

Edge Hill outperforms the sector in attracting students from WP backgrounds across most measures. There are particularly pleasing proportions of students from IMD Q1 at 32.5%, compared with 21.8% across the English HE sector, ABCS Q1 at 15% compared with 7.6% across the sector and TUNDRA Q1 at 15.7%, compared with 12% across the sector. [70]

Edge Hill is comparable with the sector across free school meal entitlement at 18.5% compared with 19.2% across the sector and reported disability with 17.2% at Edge Hill compared with 16.7% across the sector. [71]

There is a slightly lower proportion of Mature students at Edge Hill at 24.4%, compared with the sector at 27.7%. [72]

Edge Hill is less ethnically diverse than the sector with 93.6% white students at Edge Hill compared with 68.2% across the sector[73]. The largest gap with the sector is the proportion of Black students with just 1.2% at Edge Hill compared with 7.4% across the sector[74]. However, as a University which recruits strongly from the local region[75], we are in keeping with the ethnic diversity locally. Census 2021[76] data shows 96.9% of people in West Lancashire, 95.8% of people in Sefton, 95.3% in Knowsley, 96.5% in St Helens, 95% in Wigan, 95.6% in Chorley, 95.4% in South Ribble and 96.3% of people in Fylde were White. With the proportion of Black individuals ranging from 0.3% in West Lancashire to 1.2% in Wigan.

Access - 4-year Aggregate				
Indicator(s)	Student Group	EHU Percentage	Sector Percentage	Difference
IMD	IMD Q1	32.5%	21.8%	10.7%
	IMD Q2	17.1%	21.0%	-3.9%
	IMD Q3	16.6%	18.7%	-2.1%
	IMD Q4	17.9%	18.3%	-0.4%
	IMD Q5	15.9%	20.2%	-4.3%
TUNDRA	TUNDRA Q1	15.7%	12.0%	3.7%
	TUNDRA Q2	22.1%	15.4%	6.7%
	TUNDRA Q3	18.3%	18.8%	-0.5%
	TUNDRA Q4	23.2%	23.4%	-0.2%
	TUNDRA Q5	20.7%	30.4%	-9.7%

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70 Data dashboard - Office for Students – 4 year Aggregate
71 Data dashboard - Office for Students – 4 year Aggregate
72 Data dashboard - Office for Students – 4 year Aggregate
73 Data dashboard - Office for Students – 4 year Aggregate
74 Data dashboard - Office for Students – 4 year Aggregate
75 74.4% of applications and 81.1% of applicants who accepts their offer from the North West .
76 https://census.gov.uk/census-2021-results/interactive-content/census-maps

Ethnicity	Black	1.2%	7.4%	-6.2%
	Other	0.2%	2.1%	-1.9%
	Mixed	2.1%	5.3%	-3.2%
	Asian	3.0%	16.9%	-13.9%
	White	93.6%	68.2%	25.4%
ABCS	ABCS Q1	15.0%	7.6%	7.4%
	ABCS Q2	20.6%	14.3%	6.3%
	ABCS Q3	21.6%	19.4%	2.2%
	ABCS Q4	22.9%	24.8%	-1.9%
	ABCS Q5	19.9%	34.0%	-14.1%
Age	Mature	24.4%	27.7%	-3.3%
	Young	75.6%	72.3%	3.3%
FSM	Eligible	18.5%	19.2%	-0.7%
	Not Eligible	81.5%	80.8%	0.7%
Disability	Reported Disability	17.2%	16.7%	0.5%
	No Reported Disability	82.2%	83.3%	-1.1%

Source -Data dashboard - Office for Students

Additionally, we considered the UCAS Insight Report which highlighted we receive a higher proportion of applications from students who self-identify free school meal entitlement at 17.3% at Edge Hill compared with 14.2% across the sector and estrangement at 3% at Edge Hill compared with 2.4% across the sector.

We believe our Estranged students face many of the same challenges and barriers as our care experienced students but we do not currently have access to data which is comprehensive enough to analyse performance on course, and therefore have not chosen to have a specific objective related to Estrangement. Many of the activities listed in intervention strategy 4 will be targeted at both groups.

Success and Progress

Utilising the OfS APP data dashboard[77], aggregated data was analysed across the four lifecycle stages, comparing those from WP and non-WP groups within Edge Hill and with the sector. The data below shows those with the lowest percentages and those with the largest gaps to ascertain those groups most likely to be facing unmanaged risks to their equality of opportunity.

Those eligible for free school meals, coming from IMD Q1 neighbourhoods and those in ABCS Q1 are most highly represented across both tables. This indicates that these groups are most likely to be facing unmanaged risks to their equality of opportunity.

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[77] https://www.officeforstudents.org.uk/data-and-analysis/access-and-participation-data-dashboard/data-dashboard/

Lowest Percentage			
	Student Group	Baseline	Percentage
Continuation 4-year aggregate	Multiple Impairments	270	84.4%
	Mental Health Conditions	600	85.9%
	ABCS Q1	1980	87.6%
	FSM	1830	88.1%
	IMD Q1	4240	88.8%
Completion 4-year aggregate	IMD Q1	4240	69.3%
	FSM	1220	67.3%
	BAME	670	67.4%
Attainment 4-year aggregate	Black	180	56.7%
	Care Leaver	70	64.8%
	IMD Q1	2930	69.3%
	FSM	1220	67.3%
	BAME	670	67.4%
Progression 2-year aggregate	ABCS Q1	510	59.3%
	TUNDRA Q1	290	62.9%
	Not eligible FSM	1880	63.5%

Source -Data dashboard - Office for Students

Largest Gap			
	Student Group	Baseline	Percentage
Continuation 4-year aggregate	ABCS	1980	6.4%
	IMD	4240	4.0%
	FSM	1820	3.6%
Completion 4-year aggregate	ABCS	1530	10.6%
	FSM	1680	7%
	IMD	4410	5.9%
Attainment 4-year aggregate	IMD	2930	11.3%
	Care Leaver	70	10.9%
	Ethnicity	670	10.8%
	FSM	1220	10.3%
Progression 2-year aggregate	ABCS	510	26.7%
	TUNDRA	290	62.9%
	IMD	790	3.4%

Source -Data dashboard - Office for Students

Intersectional Analysis

To further understand our data, 155 intersectional variations were explored at each of the four life cycle stages[78], aggregated across the three most recent academic years. To ensure statistical viability, a baseline threshold of 500 students was used for Continuation, Completion and Attainment and for Progression a baseline threshold of 300 students was used.

Using these thresholds, the ten lowest performing student groups for each lifecycle stage can be found below. There is a high prevalence of IMD Q1, FSM entitlement, those who have studied a BTEC and males. The repetition of these measures across intersectional analysis would suggest that these groups face risks to their equality of opportunity when combined with each other or

[78] Continuation, Completion, Attainment and Progressions

another measure and have therefore featured prominently in our objectives and intervention strategies.

Lowest Percentage			
	Student Group	Baseline	Percentage
Continuation 2018/19 – 2020/21 **Overall rate at EHU – 91.2%**	IMD Q1 & No Recorded Disability	1795	70.4%
	No recorded disability & IMD Q5	1105	81.6%
	Young & IMD Q5	1370	83%
	IMD Q1 & Male	1010	83.9%
	IMD Q1 & TUNDRA Q1	750	84.9%
	FSM eligible & Studied BTEC	715	85.3%
	Studied BTEC & Male	1265	85.9%
	Studied BTEC & Recorded Disability	555	86.6%
	IMD Q1 & Studied BTEC	1120	86.7%
	First Generation & Studied BTEC	1790	86.9%
Completion 2015/16 – 2017/18 **Overall rate at EHU – 90%**	FSM eligible & Studied BTEC	700	81.2%
	TUNDRA Q1 & Studied BTEC	510	81.6%
	IMD Q1 & Studied BTEC	1130	82.2%
	Studied BTEC & Male	1490	82.4%
	FSM eligible & IMD Q1	870	83.8%
	IMD Q1 & Male	1010	83.9%
	Not BAME & FSM eligible	1290	84.6%
	IMD Q1 & TUNDRA Q1	750	84.9%
	First Generation & Studied BTEC	2015	84.9%
	FSM eligible & Studied BTEC	700	81.2%
Attainment 2019/20 – 2021/22 **Overall rate at EHU – 77.4%**	IMD Q1 & Studied BTEC	680	61.1%
	Studied BTEC & Male	870	61.1%
	Young & Studied BTEC	1995	64.3%
	No Recorded Disability & Studied BTEC	1955	64.7%
	Not First Generation & Studied A-Level	735	65.3%
	First Generation & Studied BTEC	1295	65.7%
	Not FSM eligible & Studied BTEC	1595	66.1%
	Studied BTEC & Female	1385	67.7%
	IMD Q1 & Male	550	68.1%
	BTEC & White	2000	68.3%
Progression 2017/18-2019/20 **Overall rate at EHU – 68.5%**	IMD Q1 & Studied BTEC	335	58.8%
	Studied BTEC & Male	515	59.5%
	No Recorded Disability & FSM eligible	415	60.5%
	Young & IMD Q1	810	60.6%
	Recorded Disability & Not FSM eligible	400	60.8%
	White & FSM eligible	420	61.0%
	Young & Studied BTEC	1095	61.4%
	Young & Male	1160	61.4%
	Male & Not FSM eligible	970	62.0%
	Young & FSM eligible	455	62.0%

Source – Internal Management Data

Disaggregated Data

For both Ethnicity and Disability, in appreciation that these groups are not homogenous and experience risks to their equality of opportunity in different ways, we also disaggregated the overarching groups. This analysis can be found below:

Indicator(s)	Student Group	Baseline	EHU Percentage
Continuation - 4-year Aggregate			
Disability	Cognitive or Learning Difficulties	770	91.4%
	Mental Health Condition	600	85.9%
	Multiple Impairments	270	84.4%
	Sensory, Medical or Physical Impairment	450	90.7%
	Social or Communication Impairment	130	94.5%
	No disability reported	11580	91.3%
Completion - 4-year Aggregate			
Indicator(s)	Student Group	Baseline	EHU Percentage
Disability	Cognitive or Learning Difficulties	810	90.5%
	Mental Health Condition	320	81.1%
	Multiple Impairments	220	89.1%
	Sensory, Medical or Physical Impairment	420	87.2%
	Social or Communication Impairment	90	90.9%
	No disability reported	12460	90.7%
Attainment - 4-year Aggregate			
Indicator(s)	Student Group	Baseline	EHU Percentage
Disability	Cognitive or Learning Difficulties	530	71.7%
	Mental Health Condition	320	80.0%
	Multiple Impairments	150	79.3%
	Sensory, Medical or Physical Impairment	310	78.5%
	Social or Communication Impairment	80	81.0%
	No disability reported	9140	75.5%
Progression - 2-year Aggregate			
Indicator(s)	Student Group	Baseline	EHU Percentage
Disability	Cognitive or Learning Difficulties	190	69.1%
	Mental Health Condition	40	62.2%
	Multiple Impairments	Low*	68.7%
	Sensory, Medical or Physical Impairment	40	61.3%
	Social or Communication Impairment	Low*	47.3%
	No disability reported	1150	67.7%

* Data suppressed in many years due to low number

Continuation - 4-year Aggregate			
Indicator(s)	Student Group	Baseline	EHU Percentage
Ethnicity	Black	310	93.2%
	Other *	50	88.9%
	Mixed	300	89.1%
	Asian	380	94.0%
	White	12740	93.2%
Completion - 4-year Aggregate			
Indicator(s)	Student Group	Baseline	EHU Percentage
Ethnicity	Black	320	91.7%
	Other *	40	85.7%
	Mixed	290	88.5%
	Asian	380	91.5%
	White	13240	90.3%
Attainment - 4-year Aggregate			
Indicator(s)	Student Group	Baseline	EHU Percentage
Ethnicity	Black	180	56.7%
	Other	Low	
	Mixed	200	75.4%
	Asian	290	70.0%
	White	9390	78.2%
Progression - 2-year Aggregate			
Indicator(s)	Student Group	Baseline	EHU Percentage
Ethnicity	Black	60	63.8%
	Other	Low	
	Mixed	60	74.6%
	Asian	100	64.6%
	White	2870	67.3%

At this level the number of students per grouping is small and fluctuates year on year, making the statistical viability of data challenging. As such in our targeting we have chosen to focus on the overarching groups but will continue to complete disaggregated analysis to further our understanding.

Internal Appointment Data

Having identified anomalies in our data we wanted to further understand the student experience through a review of Student Services and Careers appointment data to see the propensity for our identified student groups to access this support. A summary can be found below:

Emergency Funds (Grants)			
	Student Group	Proportion of appointments	Proportion in overall population
Academic year 2021/22	IMD Q1	55%	31.8%
	Care Experience	4%	1.5%
	Black, Asian and Minority Ethnic	19%	7.4%

Inclusion			
	Student Group	Proportion of appointments	Proportion in overall population
Academic year 2021/22	IMD Q1	29%	31.8%
	Care Experience	1%	1.5%
	Black, Asian and Minority Ethnic	9.2%	7.4%

Food Vouchers			
	Student Group	Proportion of appointments	Proportion in overall population
Academic year 2021/22	IMD Q1	47%	31.8%
	Care Experience	4%	1.5%
	Black, Asian and Minority Ethnic	13%	7.4%

Counselling and Wellbeing			
	Student Group	Proportion of appointments	Proportion in overall population
Academic year 2021/22	IMD Q1	27%	31.8%
	Care Experience	1%	1.5%
	Black, Asian and Minority Ethnic	10.6%	7.4%

Student Opportunity Fund			
	Student Group	Proportion of appointments	Proportion in overall population
Academic year 2021/22	IMD Q1	27%	31.8%
	Care Experience	0%	1.5%
	Black, Asian and Minority Ethnic	20%	7.4%

Careers			
	Student Group	Proportion of appointments	Proportion in overall population
Academic year 2021/22	IMD Q1	26%	31.8%
	Care Experience	0.001%	1.5%
	BTEC	18%	32.5%

The above shows consistently that our identified student groups are underrepresented in accessing personal support and overrepresented in accessing emergency funding and food vouchers.

Risks to Equality of Opportunity

Utilising the Equality of Opportunity Risk Register[79] alongside our assessment of performance data we felt students may be impacted by the following national risks; Risk 1: Knowledge and Skills, Risk 2: Information and Guidance, Risk 3: Perception of HE, Risk 6: Insufficient academic support, Risk 7: Insufficient personal support, Risk 10: Cost pressures and Risk 12: Progression from HE. Reflecting on our context and utilising internal data sources, such as appointment data for student services and careers, feedback from our student advisory panels and trends in our Getting to Know you Survey and Student Voice survey, we have distilled these national risks into four overarching risks:

Risk 1 – Ability to make informed decisions about higher education

We feel this risk most likely effects our Black, Asian and Minority Ethnic students, our students who have been eligible for free school meals and those with care experience. We see this risk indicated in the following ways:

- Differential application patterns for Black, Asian and Minority Ethnic students. The proportion of applications varies between different courses and particularly between our courses which lead to professional qualifications[80].
- Lower proportions of our Black, Asian and Minority Ethnic students being awarded a 'good degree'.
- Lower proportions of students who have been eligible for free school meals being awarded a 'good degree'. Our data shows high intersectionality between free school meal entitlement and being first in family to attend HE [81].
- Lower proportions of those who have care experience being awarded a 'good degree'. Our data shows there is a lot of intersectionality between care experience and being first in family to attend HE [82].
- In 2021/22, 18% of Edge Hill students who withdrew and provided a reason cited something related to the course not being as expected, them not being ready for HE or their aspirations changing.[83]

The above suggests these students may have had less chance to acquire the knowledge and skills needed to make an informed decision about their HE options as a result of their school or home resources.

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79 https://www.officeforstudents.org.uk/advice-and-guidance/promoting-equal-opportunities/equality-of-opportunity-risk-register/
80 Internal data source – 5.5% of the population in Faculty of Education were Black, Asian, Minority Ethnic in 21/22 compared to 8.8% of the total population
81 Internal data source – 62.9% of FSM students were also FiF 2021/22 and 51.1% of care experienced students were also FiF 2021/22
82 Internal data source – 62.9% of FSM students were also FiF 2021/22 and 51.1% of care experienced students were also FiF 2021/22
83 Internal withdrawal form 91 of 495 students who provided a reason for withdrawal

Risk 2 – Insufficient access to, or engagement with, tailored academic and personal support

We feel this risk is most likely to affect our students from IMD Q1, those who have been eligible for free school meals and those with care experience. We see this risk indicated in the following ways:

- Lower proportions of students from IMD Q1 neighbourhoods remaining in study after their first year, completing their degree and gaining a 'good degree' award.
- Students from IMD Q1 are less likely to engage with Counselling and Wellbeing services and are less likely to apply for a scholarship or our student opportunity fund to gain an extracurricular experience
- Lower proportions of students who have been eligible for free school meals remaining in study after their first year, completing their degree and gaining a 'good degree' award.
- A high correlation between free school meal entitlement and IMD Q1, with 58.9% of our students who have been eligible for free school meals coming from IMD Q1[84], so we believe the engagement with support services will reflect the patterns we see with our IMD Q1 students
- This is a high correlation between coming from an IMD Q1 neighbourhood and entering EHU with a BTEC qualification[85] between free school meal eligibility and entering EHU with a BTEC qualification[86]
- Lower proportions of care experienced students achieving a 'good degree'
- Care experienced students are less likely to engage with Counselling and Wellbeing and Inclusion and are less likely to apply for a scholarship or our student opportunity fund to gain an extracurricular experience

We feel the above suggests these students may have not received or not engaged with the necessary tailored academic and/or personal support to achieve 'good degree' outcomes.

Risk 3 – Rising cost pressures

We feel this risk is most likely to affect students who have been eligible for free school meals and those with experience of care. We see this risk indicated in the following ways:

- Lower proportions of students who have been eligible for free school meals remaining in study after their first year, completing their degree and gaining a 'good degree' award
- We also see students from IMD Q1 (of whom 29.6% have also been eligible for free school meals)[87] overly represented in the figures accessing food vouchers, emergency funds and our student support fund[88].
- Lower proportions of care experienced students achieving a 'good degree'
- Care experienced students overly represented in the figures accessing emergency funds and food vouchers[89]

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84 Internal data source – for 21/22 320 of the 545 students eligible for free school meals were from IMD Q1
85 85 Internal data source – 33.1% of those from IMD Q1 studied a BTEC qualification, 2019/20 – 2021/22
86 Internal data source – 41.7% of those eligible for FSM studied a BTEC qualification, 2019/20 – 2021/22
87 Internal data source – 320 out of 1085 student from IMD Q1 previously eligible for free school meals 21/22
88 Internal data source – 67% of those accessing the standard student support fund, 71% of those accessing an emergency loan and 63% of those accessing food vouchers were from IMD Q1&2 in 21/22 compared to 46% of the overall student body being from IMD Q1&2.
89 Internal data source – 14% or those accessing emergency loans and 4% of those accessing food vouchers were care experienced in 21/22 compared to 1.5% of the population being care experienced.

The above suggests these students may be finding the increases in costs pressures inhibiting their ability to achieve successful outcomes on course.

Risk 4 – Progression from higher education

We feel this risk is most likely to affect our students from IMD Q1, those who have studied a BTEC and those who have been eligible for free school meals. We see this risk indicated in the following ways:

- Lower proportions of students from IMD Q1 neighbourhoods progressing on to good graduate outcomes.
- Internal data suggests that students who enter from the lowest socioeconomic areas (IMQ Q1) are less likely to engage with Careers[90]
- Lower proportions of students who have studied BTEC qualifications, when combined with other demographic characteristics, progressing on to good graduate outcomes
- Internal data suggests that students who enter EHU with a BTEC are less likely to engage with Careers[91]
- Lower proportions of students who have been eligible for free school meals, when combined with other demographic characteristics, progressing on to good graduate outcomes
- There is a high correlation between free school meal entitlement and IMD Q1, with 58.9% and high correlation between free school meal eligibility and entering EHU with a BTEC qualification[92]. So we believe the patterns of engagement demonstrated by these two groups would be reflective of our students who have been eligible for free school meals.

The above suggests these students may not have the support or resource to progress on to an outcome which reflects their capability and potential during their HE experience.

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90 Internal data source – 26.1% (945 of 3577) of those who engaged with Careers entered EHU with a BTEC compared to 32.5% of entrants joining with a BTEC 2019/20 – 2022/23
91 Internal data source – 18% (652 of 3577) of those who engaged with Careers entered EHU with a BTEC compared to 31.8% of entrants joining with a BTEC 2020/21 – 2022/23
92 Internal data source – 41.7% of those eligible for FSM studied a BTEC qualification, 2019/20 – 2021/22

Annex B: Evidence base and rationale for intervention strategies (further detail)

Intervention Strategy 1

Following the assessment of performance process, we identified that students who had been eligible for free school meals may be facing risks to their equality of opportunity. To further understand the potential reasons behind this and the activities we may be able to employ to mitigate these risks we completed a literature review.

It was clear from our research that the trends we saw in our data are replayed across the sector and that students who have been eligible for free school meals are less likely to: continue successfully from one year to the next in their studies, complete their qualification, achieve a good honours degree and/or get into a graduate level job or further study soon after graduating. Unfortunately, there seems to be no evidence to suggest that this is improving[93]. In fact, a recent TASO report highlighted the "the gap in progression rates between disadvantaged students who are eligible for Free School Meals (FSM) and their more advantaged peers has increased to 18.8 percentage points, the highest gap since 2006-07"[94]. Particularly relevant for EHU is the proportion of FSM-eligible white males entering higher education, which has dropped for the first time in seven years, with just 12.7 per cent progressing to higher education by age 19, compared to 35.6 per cent of non-FSM white males[95]. Within our intersectional analysis male students featured prominently in combination with socioeconomic status and free school meal eligibility.

As we recruit strongly from the North West region we felt it particularly important to consider local research as well as national. Shaping Futures (Merseyside UniConnect) produced a report on educational disadvantage in the Liverpool City Region. A key finding of the report was that the Liverpool City Region has a high rate of young people on Free School meals at 24.7%. Many of these young people are persistently disadvantaged, eligible for free school meals for over 80% of their time in education.[96]" We know that the number of years a young person is eligible for free school meals is the "best available marker for childhood poverty"[97]. This clearly identifies that any risks to equality of opportunity which may be more likely to affect students who have been eligible for free school meals will be particularly prominent in the North West.

Our assessment of performance and literature review provides a clear rationale for targeting students who have been eligible for free school meals with positive action initiatives to mitigate their risks to equality of opportunity. The OfS Insight brief[98] on the role of higher education on school attainment highlights that universities are important local institutions with substantial influence, and their mission should include improving the prospects of their nearby populations, and also pupils from disadvantaged backgrounds further afield. Raising school attainment is a critical way of achieving this, enabling universities to recruit and support better prepared students who participate more fully, reduce attrition, and improve degree and employment outcomes. This provides a clear rational for our targeted pre-entry programme and our academic tutoring project.

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93 The disconnect between quality and inequality: An analysis of the gaps in educational outcomes achieved by free school meal-eligible students in English higher education, HEPI Policy Note 43, Published June 2023. The disconnect between quality and inequality (1).pdf
94 Access agenda remains vital as equality gaps persist, TASO, July 2020
95 Access agenda remains vital as equality gaps persist, TASO, July 2020
96 The demographics and educational disadvantage in the Liverpool city region, Shaping Futures, April 2021. LCR-Educational-Disadvantage-Report-incl-covers.pdf (shaping-futures.org.uk)
97 Full article: Do widening participation interventions change university attitudes in UK school children? A systematic review of the efficacy of UK programmes, and quality of evaluation evidence. (tandfonline.com)
98 OfS Insight: Schools attainment and the role of higher education, Published April 2022

Within this intervention strategy we have included academic tutoring which we will deliver in collaboration with our Faculty of Education and two of our three Uni Connect partners (Future U and Hello Future), as well as targeted pre-entry work with our school/college partners.

We were also keen to understand the experience of our current students and completed trend analysis of our Student Advisory Panel meetings. We have a Student Advisory Panel for First Generation Students and we use this group as a proxy for likely free school meal entitlement[99] and increased likelihood of coming from a lower socioeconomic area[100]. The group frequently spoke of feelings of 'imposter syndrome' at University, which often deterred them from seeking support as this felt an admission of failure or 'not being clever enough' for University study. Wanting initiatives to build confidence or increase their sense of belonging were also common reflections from the group. These reflections informed the design of our on-course support programme, enhanced support offer for WP groups and guaranteed interview for WP students as initiatives which would bolster engagement with support services as a preventative measure, increase sense of belonging and increase confidence.

Following the assessment of performance, identification of likely risks and literature review, we completed a Theory of Change Workshop with key stakeholders, including staff and students, which informed the construction of the Intervention Strategy (see page 7)

Intervention Strategy 2

Following the assessment of performance process, we identified that students entering EHU from lower socioeconomic areas (IMD Q1) may be facing risks to their equality of opportunity. To further understand the potential reasons behind this and the activities we may be able to employ to mitigate these risks, we completed a literature review.

The review highlighted that EHU is not unique in seeing lower rates of on-course success for those from the lowest socioeconomic areas. For 2019-20, the average rate of non-continuation across all groups was 9.9% but ranged for IMD Q1 from 10.4 – 11.9%, the average rate of attainment for 2020-21 was 83.9% across all groups but for IMD Q1 it was 74.9%, and for progression for 2019-20 the average rate across all groups was 71.9% but for IMD Q1 it was 67%[101]. Experimental OfS analysis shows that 97 per cent of 18- to 19-year-old white British young males who received free school meals are in the group that are least likely to enter higher education[102]. We know that barriers for this student group include poor attainment in compulsory education and limited aspirations and expectations stemming from negative perceptions or misconceptions of HE, reinforced by lack of exposure and lack of positive role models[103].

Effective practice examples highlighted a need for collaborative working, through targeted outreach which involved parents and supporters[104]. This has informed our collaborative work with our UniConnect partners. For Intervention Strategy 2 this includes a collaborative academic tutoring programme with Future U and Hello Future, and an early intervention programme which supports

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99 Internal Management Data – 19.9% of first-generation students have also been eligible for free school meals
100 Internal Management Data – 37.4% of first generation students are also from IMD Q1 postcodes
101 Equality of access and outcomes in higher education in England, House of commons library, January 2023. CBP-9195.pdf (parliament.uk)
102 https://www.officeforstudents.org.uk/advice-and-guidance/promoting-equal-opportunities/effective-practice/white-british-males-from-low-socioeconomic-status-backgrounds/
103 The Underrepresentation of white working class boys in higher education, lkm, 2016. https://www.cfey.org/wp-content/uploads/2016/07/The-underrepresentation-of-white-working-class-boys-in-higher-education-baars-et-al-2016.pdf
104 https://www.officeforstudents.org.uk/advice-and-guidance/promoting-equal-opportunities/effective-practice/white-british-males-from-low-socioeconomic-status-backgrounds/advice/

young people at risk of developing mental illness, Tackling the Blues, which runs collaboratively with community partners.

We were also keen to understand the experience of our current students and completed trend analysis of our Student Advisory Panel meetings. We have a Student Advisory Panel for First Generation Students and we use this group as a proxy for likely free school meal entitlement[105] and increased likelihood of coming from a lower socioeconomic area[106]. The group frequently spoke of feelings of 'imposter syndrome' at University, which often deterred them from seeking support as this felt an admission of failure or 'not being clever enough' for University study. Wanting initiatives to build confidence or increase their sense of belonging were also common reflections from the group. These reflections informed the design of our on-course support programme, enhanced support offer for WP groups and guaranteed student guide interview for WP students as initiatives which would bolster engagement with support services as a preventative measure, increase sense of belonging and increase confidence.

Following the assessment of performance, identification of likely risks and literature review we completed a Theory of Change Workshop with key stakeholders, including staff and students, which informed the construction of the Intervention Strategy (see page 10).

Intervention Strategy 3

Following the assessment of performance process, we identified that students entering EHU with a BTEC may be facing risks to their equality of opportunity. To further understand the potential reasons behind this and the activities we may be able to employ to mitigate these risks, we completed a literature review.

The review highlighted that the data anomalies identified in our assessment of performance are replicated across the sector. Non-retention rates for students holding at least one BTEC have improved in recent years, however they remain significantly higher than for A-Level students progressing to higher education. BTEC students also achieve fewer first-class and upper-second class honours degrees than traditional entry students and the average salary of graduates with BTECs is lower than that of graduates holding A-Levels. The evidence suggests that institutions could do more to ensure that students with applied backgrounds are able to make the transition to more theoretical study[107].

Across the various sources we explored it was clear that the gaps in on-course success related to BTEC students were the result of a complex range of factors, both related to academic preparedness as well as socioeconomic factors[108.] With BTEC students more like to come from lower socioeconomic areas, more likely to have been eligible for free school meals and more likely to come from areas of low HE participation.[109] The Transforming Transitions project, funded by OfS, highlighted that BTEC students often struggle with the transition from FE to HE due to a variety of reasons including: the change in academic support, the difference in relationship with academic staff, the change in assessment methods, change in teaching and learning and the

105 Internal Management Data – 19.9% of first-generation students have also been eligible for free school meals
106 Internal Management Data – 37.4% of first generation students are also from IMD Q1 postcodes
107 Applied General qualifications as a route to higher education, Scott Kelly, HEPI. Hepi_Reforming-BTECs-Report-94-09_02_17-Web.pdf
108 The BTEC 'problem': Retention, attainment and progression, Swinton_Kate_UoN_2020_The_BTEC_problem_Retention_attainment_and_progression.pdf (northampton.ac.uk)
109 Widening access to higher education, Professor Graeme Atherton. Holding-Talent-Back-What-is-next-for-the-future-of-Level-3.pdf (hepi.ac.uk)

reduction in clarity and quality of feedback. These factors seemed to affect BTEC students more acutely than those who studied A-Level or IB qualifications[110]. Recommendations from the project centred around developing a sense of belonging, a focus on tailored academic support, a review of teaching and learning practices and assessment practices[111]. These recommendations have informed much of the activity within our intervention strategy, namely enhanced academic skills support for students and enhanced training for academic colleagues, so they are better informed to support the tailoring of induction, transition, academic support and assessment methods.

Additionally, we have engaged with colleagues at other HEIs via the Supporting Access, Success and Progression for Vocational Learners NEON working group, which has also been influential in the construction of our intervention strategy.

Following the assessment of performance, identification of likely risks and literature review we completed a Theory of Change Workshop with key stakeholders, including staff and students, which informed the construction of the Intervention Strategy (see page 13).

Intervention Strategy 4

Following the assessment of performance process, we identified that Care Experienced students may be facing risks to their equality of opportunity. To further understand the potential reasons behind this and the activities we may be able to employ to mitigate these risks, we completed a literature review.

From our research it is clear that CEES individuals are not receiving adequate advice and guidance on HE or the guidance which they receive is not of high enough quality. Many receive advice from informal sources and 60% of those surveyed for the report had received no specific support around going to University or College. Those who received advice from their personal advisor still felt unsupported, particularly in relation to apprenticeship information (45%), mental health and wellbeing support (40%) and support for a disability or learning difference (36%)[112].

The recent UCAS Insight Report on CEES student experience recommends that Local Authorities, schools and colleges engage with WP teams to help fill knowledge gaps for those advising young people. This highlights a clear gap in support for CEES students but also for their supporters and other stakeholders. This provides a clear rationale for our approach of providing information, advice and guidance to students but also providing CPD to their stakeholders, to improve the knowledge in their support networks[113].

With regards to on-course success, the report is clear that CEES students do not lack aspiration or motivation as "Care-experienced applicants are looking forward to their next steps – particularly new opportunities to develop academically, make new friends, and improve their career prospects"[114]. Access to social opportunities was also highlighted as crucial "Universities, colleges, and student unions should consider the proactive provision of social and extra-curricular support to

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110 Transforming Transitions, 2020. https://www.officeforstudents.org.uk/media/70f70c1a-a266-4a6f-bd9e-5c26d31a91b3/exeter-abss-transforming-transitions-report.pdf
111 Transforming Transitions, 2020. https://www.officeforstudents.org.uk/media/70f70c1a-a266-4a6f-bd9e-5c26d31a91b3/exeter-abss-transforming-transitions-report.pdf
112 https://www.ucas.com/about-us/news-and-insights/ucas-reports/next-steps-what-experience-students-care-background-education-report
113 Next Steps: What is the experience of students from a care background? UCAS https://www.ucas.com/about-us/news-and-insights/ucas-reports/next-steps-what-experience-students-care-background-education-report
114 https://www.ucas.com/about-us/news-and-insights/ucas-reports/next-steps-what-experience-students-care-background-education-report

help students to develop important social networks and integrate successfully into the learning community"[115]. This provides a rationale for our holistic approach to support students in a variety of ways, academic and social, via formal and informal mechanisms[116].

Providing opportunities for students and their supporters to find out more about HE "to recognise that higher education is an option for them, and to support them in understanding their options and application" [117] again supporting our pre-entry bespoke support offer, our collaborative pre-entry project with Shaping Futures and our CPD offer for stakeholders. Also highlighted was the need to extend careers guidance past graduation. As standard we offer careers guidance up to three years after graduation[118]. Also included in this intervention strategy is the specific career guidance role we have for WP students.

We have also sought to include students with relevant lived experience in the coproduction of our activities, as recommended in the OfS Briefing on Care Experienced students and LAC[119]. The briefing also provided clear recommendations for enhanced careers support including guaranteed interviews for student guide roles, engagement with stakeholders including local authority virtual schools and support for internal colleagues[120], which we have sought to emulate in our intervention strategy.

We were also keen to understand the experience of our current students and completed trend analysis of our Student Advisory Panel meetings. We have a specific panel for Care Experienced and Estranged Students. Across all the meetings and annual listening exercise sessions from 2020/21 and 2022/23 an analysis of themes was completed. The key areas students' fed back on were: coproduction with those with lived experience being essential to the development of any pre-entry and on-course initiatives, support/upskilling for internal staff so they can provide enhanced and tailored support and social opportunities where students can meet other students with lived experience. These themes run throughout the activities listed in this intervention strategy and our panel members have supported in the development of many of the activities listed and will support with the delivery of this intervention strategy.

Our research also highlighted the importance of the need to support CEES students financially by "providing access to some additional funding support, whether this is a specific bursary or priority access to funding for all disadvantaged students; advice on budgeting and managing finances … providing additional funding support for study visits and enrichment activities; offering paid employment as a student ambassador; providing support for graduation costs"[121]. This supports many of the activities listed in this intervention strategy including the on-course support programme which includes budgeting advice and financial health check appointments and the guaranteed student guide interview offer for WP students. We provide a care leaver bursary and have a streamlined process for CEES students to access hardship funds and financial support during the summer. As this is existing support it has not been listed in Intervention Strategy 4.

115 https://www.ucas.com/about-us/news-and-insights/ucas-reports/next-steps-what-experience-students-care-background-education-report

116 Next Steps: What is the experience of students from a care background? UCAS https://www.ucas.com/about-us/news-and-insights/ucas-reports/next-steps-what-experience-students-care-background-education-report

117 https://www.gov.uk/government/publications/principles-to-guide-he-providers-on-improving-care-leavers-access-and-participation-in-he

118 https://www.gov.uk/government/publications/principles-to-guide-he-providers-on-improving-care-leavers-access-and-participation-in-he

119 https://www.officeforstudents.org.uk/advice-and-guidance/promoting-equal-opportunities/effective-practice/care-experienced/advice/

120 Next Steps: What is the experience of students from a care background? UCAS https://www.ucas.com/about-us/news-and-insights/ucas-reports/next-steps-what-experience-students-care-background-education-report

121 http://hubble-live-assets.s3.amazonaws.com/nnecl/redactor2_assets/files/90/NNECL_OfS_feasibility_study_PUBLISHED.pdf

Additionally, we have engaged with colleagues at other HEIs via the Shaping Futures CEES Community of Practice and NORTHClass which has been influential in the construction of our intervention strategy.

Following the assessment of performance, identification of likely risks and literature review we completed a Theory of Change Workshop with key stakeholders, including staff and students, which informed the construction of the Intervention Strategy (see page 16)

Intervention Strategy 5

Following the assessment of performance process, we identified that Black, Asian and Minority Ethnic Students may be facing risks to their equality of opportunity. To further understand the potential reasons behind this and the activities we may be able to employ to mitigate these risks, we completed a literature review.

This group is not homogenous and their experiences will vary, therefore risks to equality of opportunity will not be felt uniformly. We have chosen to group these students together in this intervention strategy due to small sample sizes leading to statistical uncertainty. We hope in future years to broaden this work to provide a more differentiated offering with increased tailored support and increased specificity of targeting.

We did not find consensus within the literature on how best to support our Black, Asian and Minority Ethnic students. We found suggestions that there is likely to be value in interventions which seek to foster a sense of belonging amongst potential students. The NERUPI (Network for Evaluating and Researching University Participation Interventions) suggest fostering belonging, agency and cultural capital may be useful when designing or amending widening access interventions. Across our intervention strategy we have sought to increase sense of belonging through engagement with those with relevant lived experience, opportunities to share culture and activities aimed at improving staff and student knowledge.

Harrison and Waller (2018)[122,] distinguish between a young person's concept of their 'possible self' (i.e. their aspirational future) and their perception of their 'probable self' (their likely educational and career journey based upon their own and their family experience). They argue that outreach activity should aim: "to help young people (a) elaborate a rich pool of possible selves, (b) understand how their likely-to-be self might be met through HE and (c) also see this as a probable self" (ibid., p.933), for example, through outreach work with families and teachers of the target young people, and by providing high quality IAG. Thiele et al. (2017)[123] highlight that family perceptions of post-school destinations are critical to shaping young people's perceptions of the risks and benefits of attending HE. This is supported by Burke (2011)[124], who also highlights how parental expectations are of demonstrable importance. We include parents and supporters in our pre-entry targeted work, as well as positive role models to support our young people to see a richer pool of possible selves.

122 Harrison, N. and Waller, R. (2018) Challenging discourses of aspiration: The role of expectations and attainment in access to higher education. British Educational Research Journal, 44(5), 914-938. Available at: doi: 10.1002/berj.3475
123 Thiele, T., Pope, D., Singleton, A., Snape, D. and Stanistreet, D. (2017) Experience of disadvantage: The influence of identity on engagement in working class students' educational trajectories to an elite university. British Educational Research Journal, 43(1), 49-67. Available at: doi:10.1002/berj.3251
124 Burke, P. J. (2011) Masculinity, Subjectivity and Neoliberalism in Men's Accounts of Migration and Higher Educational Participation. Gender and Education, 23(2), 169- 184. Available at: https://www.tandfonline.com/doi/abs/10.1080/09540251003674139

Cureton and Gravestock[125] argue there are ethnic-based differences in how students perceive and experience belonging at university. This study has informed our work by highlighting that Black, Asian and Minority Ethnic students' sense of belonging is affected by how attached and cared for they feel by their university. For this reason, we have a dedicated Careers contact for WP students and engage with student society members and Student Advisory panel members help to facilitate the pre-entry sessions, and we actively encourage prospective and pre-entry students to engage with their peers and support services.

Our research also highlighted that geographical context is a key factor in supporting access to HE, and that universities must shape their interventions in response to local characteristics and concerns: "The existence of 'cold spots' where higher education participation is low illustrates the complex and important relationship between person and place. Effective responses to inequality in higher education must therefore be grounded in localities or regions."[126] To better understand our local context we conducted focus groups with current Black, Asian and Minority Ethnic students in 2020[127]. The trends in responses included; a desire to meet with a Black, Asian and Minority Ethnic peer pre-entry to ask specific questions. As a result we now guarantee student guide interviews for WP students to improve the diversity of our student guide pool so that students pre-entry can meet with a peer with relevant lived experience. Generally, students fed back they felt Edge Hill was a 'white university' in terms of cultural celebrations, accommodation and food offerings. This led to the formation of our Student Advisory Panel for Black, Asian and Minority Ethnic students to drive forward ongoing improvements, including a recently published 'Supporting Staff to Support Students' toolkit on Race, Religion and Ethnicity, which includes video testimonials from our advisory panel members on their experiences and our EDI calendar of events.

We also completed trend analysis of our Student Advisory Panels from 2020/21, 2021/22 and 2022/23 to further inform our interventions strategy. Students consistently fed back they would have wanted bespoke pre-entry events which allowed the opportunity to meet with current Black, Asian and Minority Ethnic students. Many panel members have worked on our pre-entry events and we also engage relevant student societies to support in this work too. Students also fed back that they wanted enhanced careers guidance and to hear from 'people like me'. This became the catalyst for our first Diverse Voices alumni panel which saw EHU alumni from diverse backgrounds come on to campus to share their experiences.

Additionally, we have engaged with colleagues at other HEIs via the Addressing Differential Outcomes for Ethnically Diverse Learners NEON working group, which has been influential in the construction of our intervention strategy.

Following the assessment of performance, identification of likely risks and literature review we completed a Theory of Change Workshop with key stakeholders, including staff and students, which informed the construction of the Intervention Strategy (see page 20).

125 We Belong': differential sense of belonging and its meaning for different ethnic groups in higher education. Debra Cureton, Phil Gravestock University of Wolverhampton. Available: https://journals.gre.ac.uk/index.php/compass/article/view/942/pdf
126 Universities UK (2016) Working in partnership: Enabling Social Mobility in Higher Education. The final report of the Social Mobility Advisory Group. Available at: https://www.universitiesuk.ac.uk/policy-andanalysis/reports/Documents/2016/working-in-partnership-final.pdf
127 Internal report resulting from focus groups with current Black, Asian and Minority Ethnic Students

Fees, investments and targets
2024-25 to 2027-28

Provider name: Edge Hill University

Provider UKPRN: 10007823

Summary of 2024-25 entrant course fees

*course type not listed

Inflation statement:

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

Table 3b - Full-time course fee levels for 2024-25 entrants

Full-time course type:	Additional information:	Sub-contractual UKPRN:	Course fee:
First degree		N/A	9250
Foundation degree	Foundation Year Entry to Medicine	N/A	9250
Foundation degree	Nursing Associate	N/A	9250
Foundation year/Year 0	*	N/A	*
HNC/HND	*	N/A	*
CertHE/DipHE	*	N/A	*
Postgraduate ITT		N/A	9250
Accelerated degree	*	N/A	*
Sandwich year		N/A	1850
Erasmus and overseas study years	*	N/A	*
Turing Scheme and overseas study years		N/A	1385
Other	*	N/A	*

Table 3b - Sub-contractual full-time course fee levels for 2024-25

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

Table 4b - Part-time course fee levels for 2024-25 entrants

Part-time course type:	Additional information:	Sub-contractual UKPRN:	Course fee:
First degree		N/A	6935
Foundation degree		N/A	6165
Foundation year/Year 0	*	N/A	*
HNC/HND	*	N/A	*
CertHE/DipHE	*	N/A	*
Postgraduate ITT	*	N/A	*
Accelerated degree	*	N/A	*
Sandwich year	*	N/A	*
Erasmus and overseas study years	*	N/A	*
Turing Scheme and overseas study years	*	N/A	*
Other	*	N/A	*

Table 4b - Sub-contractual part-time course fee levels for 2024-25

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

Fees, investments and targets
2024-25 to 2027-28

Provider name: Edge Hill University

Provider UKPRN: 10007823

Investment summary

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

Notes about the data:

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

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

In Table 6d (under 'Breakdown'):

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

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

Table 6b - Investment summary

Access and participation plan investment summary (£)	Breakdown	2024-25	2025-26	2026-27	2027-28
Access activity investment (£)	NA	£1,388,000	£1,404,000	£1,381,000	£1,433,000
Financial support (£)	NA	£955,000	£965,000	£976,000	£986,000
Research and evaluation (£)	NA	£249,000	£251,000	£254,000	£256,000

Table 6d - Investment estimates

Investment estimate (to the nearest £1,000)	Breakdown	2024-25	2025-26	2026-27	2027-28
Access activity investment	Pre-16 access activities (£)	£268,000	£271,000	£237,000	£278,000
Access activity investment	Post-16 access activities (£)	£840,000	£849,000	£857,000	£866,000
Access activity investment	Other access activities (£)	£280,000	£284,000	£287,000	£289,000
Access activity investment	**Total access investment (£)**	**£1,388,000**	**£1,404,000**	**£1,381,000**	**£1,433,000**
Access activity investment	*Total access investment (as % of HFI)*	1.4%	1.4%	1.3%	1.3%
Access activity investment	*Total access investment funded from HFI (£)*	£1,388,000	£1,404,000	£1,381,000	£1,433,000
Access activity investment	*Total access investment from other funding (as specified) (£)*	£0	£0	£0	£0
Financial support investment	Bursaries and scholarships (£)	£323,000	£326,000	£330,000	£333,000
Financial support investment	Fee waivers (£)	£0	£0	£0	£0
Financial support investment	Hardship funds (£)	£632,000	£639,000	£646,000	£653,000
Financial support investment	**Total financial support investment (£)**	**£955,000**	**£965,000**	**£976,000**	**£986,000**
Financial support investment	*Total financial support investment (as % of HFI)*	1.0%	0.9%	0.9%	0.9%
Research and evaluation investment	Research and evaluation investment (£)	£249,000	£251,000	£254,000	£256,000
Research and evaluation investment	*Research and evaluation investment (as % of HFI)*	0.2%	0.2%	0.2%	0.2%

Fees, investments and targets
2024-25 to 2027-28

Provider name: Edge Hill University

Provider UKPRN: 10007823

Targets

Table 5b: Access and/or raising attainment targets

Aim [500 characters maximum]	Reference number	Lifecycle stage	Characteristic	Target group	Comparator group	Description and commentary [500 characters maximum]	Is this target collaborative?	Data source	Baseline year	Units	Baseline data	2024-25 milestone	2025-26 milestone	2026-27 milestone	2027-28 milestone
Increase the proportion of Black, Asian and Minority Ethnic Students from 8.8% of entrants in 2021/22 to 11.2% of entrants in 2027/28	PTA_1	Access	Ethnicity	Other (please specify in description)		Black, Asian and Minority Ethnic Students	No	The access and participation dataset	2021-22	Percentage	8.8%	9.4%	10%	10.6%	11.2%
	PTA_2														
	PTA_3														
	PTA_4														
	PTA_5														
	PTA_6														
	PTA_7														
	PTA_8														
	PTA_9														
	PTA_10														
	PTA_11														
	PTA_12														

Table 5d: Success targets

Aim (500 characters maximum)	Reference number	Lifecycle stage	Characteristic	Target group	Comparator group	Description and commentary [500 characters maximum]	Is this target collaborative?	Data source	Baseline year	Units	Baseline data	2024-25 milestone	2025-26 milestone	2026-27 milestone	2027-28 milestone
Reduce the gap in completion between those who have been eligible for free school meals and those who have not from 6.6% for 2017/18 entrants to 4.5% for 2024/25 entrants	PTS_1	Completion	Eligibility for Free School Meals (FSM)	Eligible	Not eligible		No	The access and participation dataset	2017-18	Percentage points	6.6%	6.1%	5.6%	5%	4.5%
Reduce gap in completion between those from IMD Q1 & IMD Q5 neighbourhoods from 8.6% for 2017/18 entrants to 4.3% for 2024/25 entrants	PTS_2	Completion	Deprivation (Index of Multiple Deprivations [IMD])	IMD quintile 1	IMD quintile 5		No	The access and participation dataset	2017-18	Percentage points	8.6%	7.5%	6.5%	5.4%	4.3%
Reduce gap in attainment between those from IMD Q1 & IMD Q5 neighbourhoods from 11.8% for those awarded in 2021/22 to 8.2% for those awarded in 2027/28	PTS_3	Attainment	Deprivation (Index of Multiple Deprivations [IMD])	IMD quintile 1	IMD quintile 5		No	The access and participation dataset	2021-22	Percentage points	11.8%	10.9%	10%	9.1%	8.2%
Reduce gap in continuation between those who have studied BTEC and those who have studied A-Levels from 6.6% for 2020/21 entrants to 4.3% for 2026/27 entrants	PTS_4	Continuation	Other	Other (please specify in description)	N/A	Those who have studied a BTEC, comparator group those who have studied an A-Level	No	The access and participation dataset	2020-21	Percentage points	6.6%	6%	5.4%	4.8%	4.3%
Reduce gap in attainment between those who have studied BTEC and those who have studied A-Levels from 23.9% for those awarded in 2021/22 to 18.9% for those awarded in 2027/28	PTS_5	Attainment	Other	Other (please specify in description)	N/A	Those who have studied a BTEC, comparator group those who have studied an A-Level	No	The access and participation dataset	2021-22	Percentage points	23.9%	22.2%	21%	19.8%	18.9%
Reduce gap in attainment between care experienced and non-care experienced students from 18.7% for those awarded in 2021/22 to 14.7% for those awarded in 2027/28	PTS_6	Attainment	Other	Other (please specify in description)	N/A	Those who have studied a BTEC, comparator group those who have studied an A-Level	No	The access and participation dataset	2021-22	Percentage points	18.7%	17.7%	16.7%	15.7%	14.7%

							Is this target collaborative?								

Aim	Reference number		Characteristic			Description and commentary	Is this target collaborative?	Data source	Baseline year	Units	Baseline data				
Decrease the gap in attainment between Black, Asian and Minority Ethnic Students, and White Students from 8.9% for those awarded in 2021/22 to 5.9% for those awarded in 2027/28	PTS_7	Attainment	Ethnicity	Other (please specify in description)	All other ethnicities	Our Black, Asian and Minority Ethnic Stuents	No	The access and participation dataset	2021-22	Percentage	8.9%	8.1%	7.2%	6.6%	5.9%
	PTS_8														
	PTS_9														
	PTS_10														
	PTS_11														
	PTS_12														

Table 5e: Progression targets

Aim (500 characters maximum)	Reference number	Lifecycle stage	Characteristic	Target group	Comparator group	Description and commentary [500 characters maximum]	Is this target collaborative?	Data source	Baseline year	Units	Baseline data	2024-25 milestone	2025-26 milestone	2026-27 milestone	2027-28 milestone
Reduce gap in progression between those from IMD Q1 & IMD Q5 neighbourhoods from 3.3% for those who graduated in 2019/20 to 2.1% for those graduating in 2026/27	PTP_1	Progression	Deprivation (Index of Multiple Deprivations [IMD])	IMD quintile 1	IMD quintile 5		No	The access and participation dataset	2019-20	Percentage points	3.3%	3%	2.7%	2.4%	2.1%
	PTP_2														
	PTP_3														
	PTP_4														
	PTP_5														
	PTP_6														
	PTP_7														
	PTP_8														
	PTP_9														
	PTP_10														
	PTP_11														
	PTP_12														