

Provider's name: The University of Law Limited

Provider's UKPRN: 10039956

2019-20 access and participation plan

Assessment of current performance

Assessment of current performance – introduction

The University of Law is committed to providing high quality education to a diverse community of students. Historically we were known for our postgraduate law courses, for students aiming for careers as solicitors or barristers, but our offer has diversified both in terms of the nature of courses (undergraduate and non-law options) and in modes of provision (additional part-time and online modes as well as full-time, face-to-face tuition).

It is important to put the University of Law into further context. We operate from eight campuses and have partnerships with several other universities to deliver postgraduate courses on their premises. Our undergraduate courses are run from seven of these campuses and have grown significantly over the last five years. Nonetheless they still represent a small proportion of the University's total student numbers.

The University is a welcoming and inclusive environment where onward progression and career success are vitally important for all our students. Indeed the professional practice backgrounds of the teaching staff, the expertise from professional colleagues in the Careers Service and inclusion of an employability programme in the undergraduate curriculum is testament to this commitment. Our employability statistics¹ have consistently exceeded 90% even though the population size means that small numbers can skew the statistics. We focus on professional education and are proud of our differentiating ethos.

Our outstanding provision of Higher Education has been evidenced by securing Gold Award in the Teaching Excellence Framework and a commendation in the findings from the Quality Assurance Agency review in 2017. We are committed to investment in our systems, activities and associated staff development to enhance performance of underrepresented groups within the context of our overall strategic objectives, specifically preparing students for the professional workplace, whether in law or other work.

Assessment of current performance – understanding our data

The University of Law started offering an undergraduate degree in 2012, enrolling 111 students in 2012 on a two year accelerated degree. Although we have increased the number of undergraduate degrees offered, enrolling over 500 students in September 2017, our overall undergraduate student numbers are relatively low. Our broader strategic aim over the next five years is to increase our undergraduate student body. We are basing our analysis on three year rolling averages, in line with the approach taken elsewhere, eg in the TEF, to identify gaps of equality of opportunity in relation to access, success and progression.

A working group of the University's Widening Participation and Access Committee of the Academic Board reviewed and revised our Widening Participation and Access Strategy in 2017. That working party, which included the Student Association President, reviewed our internal data and sector benchmarks where available; it concluded that the University should focus on four underrepresented and disadvantaged groups in terms of socio-economic background, ethnicity, age and disability. These were selected because we wanted to use the opportunity of this Plan to reduce identified gaps in access, success and progression for these groups. In addition, because we have complete datasets we can reliably check our progress against our current position and targets.

Since then, the OfS has published its guidance, setting out the expected underrepresented groups for 2019-20 Access and Participation Plans, which align with those we identified. We have

¹ Derived from the Destination of Leavers from Higher Education survey
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subsequently looked at, and include as far as possible, data relating to care leavers although as an Alternative Provider we were not required to collect and report on a range of data, including care leavers, so our data is incomplete.

In our data analysis we have measured groups as follows:

- POLAR 3 (sub-grouped by quintile)²;
- ethnic background (sub-grouped as: Asian or Asian British, Black or Black British, Information refused, Mixed, Other ethnic background and White);
- age (under 21, 21 and over);
- disability (sub-grouped as: Specific Learning Difficulty (Dyslexia); Deaf/Hard of Hearing; Wheelchair User/Mobility Difficulties; Mental Health Difficulties; Unseen Disability - Diabetes, Epilepsy, Heart Condition; Multiple Disabilities; Disability/Special Need/Medical Condition Not Listed; Autistic Spectrum Disorder or Asperger Syndrome; No disability);
- care leavers (care leaver or not).

We have counted underrepresented groups as falling into POLAR 3 quintile 1; ethnic background other than white or information refused; age of 21 and over; disability identified by a student at any stage during their student lifecycle; care leaver.

Overall profile:

To check our current student profile in relation to the sector, we reviewed our full time contextual TEF Y2 and TEF Subject pilot data. We also collated TEF Y2 data for 24 universities which we selected either as regional competitors, or universities strong in law to provide our own benchmark. From this data, we could see that our students are broadly older, BME and particularly Asian, female, are more likely to have a disability, are medium tariff, UK domiciled, and from POLAR 1-3 quintiles.

We have also benchmarked our data against the broader HESA first degree, first year, full time data sets. That confirms that our students tend to be broadly older, female, BME and particularly Asian, and are more likely to have a disability than the student population in general.

Looking at different underrepresented groups to get a fuller picture of our student profile:

	# entrants 2015-17	% of total ³
Polar Q1	174	12.4%
BME⁴	629	44.9%
Age 21+	335	23.9%
Disability declared	255	18.2%
Care leaver	<10	0.6%
Total entrants 2015-17	1402	

Our data, including students enrolled in 2017, shows that the majority of our students, approximately 70%, can be considered as being in an underrepresented group, with 25% in more than one group:

² We do not easily have access to other contextual data such as IMD, so we have used POLAR as our proxy for socio-economic background

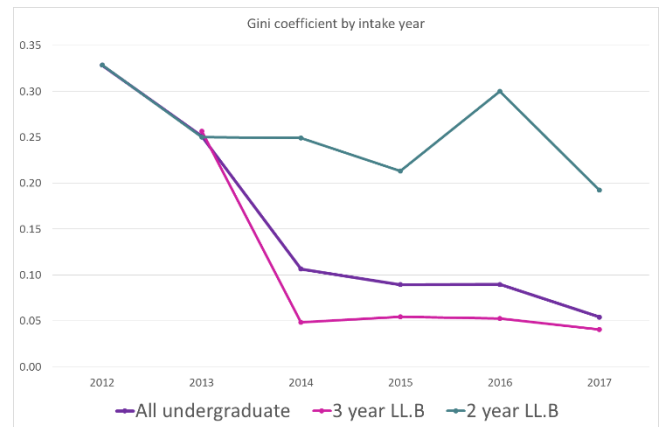
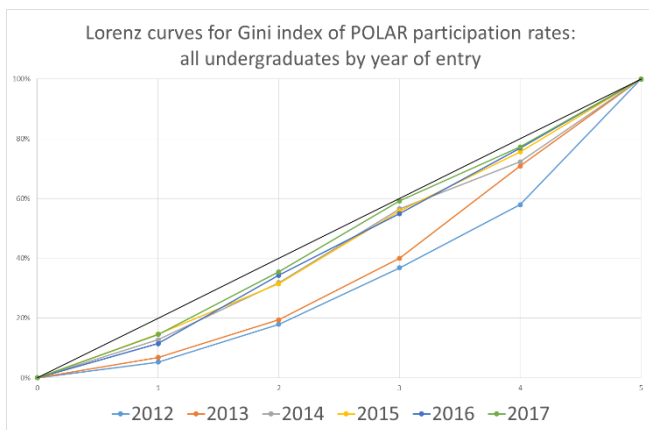
³ Note – number in each group expressed as a percentage of the total number of students

⁴ Excluding White and Information Refused

Number of underrepresented groups	# students	% of students	# students	% of students
0	392	28.0%	392	28.0%
1	680	48.5%	1010	72.0%
2	278	19.8%		
3	43	3.1%		
4	<10	0.6%		
5	<5	0.1%		
Total	1402			

As seen in the table above, about 25% of our students fall into more than one underrepresented group. Where students belong to more than one underrepresented group, it is most likely that they are BME in combination with another underrepresented group.

Looking at POLAR 3 quintiles, in particular, using the methodology of HEPI's recent policy notice⁵, we have investigated the distribution of students' POLAR quintiles.



The years showing the greatest inequality, 2012 and 2013, are the first years of running our 2 year and 3 year LL.B programmes respectively. The first intakes of our programmes initially attracted a greater proportion of students from higher POLAR areas. These students were in a better position to risk a provider new to undergraduate provision, and more likely to have contact with adults working as solicitors or barristers aware of the University's history and standing in the legal sector.

In line with the assessment above, the Gini coefficient of both the 2 and 3 year LL.B programmes fell after their first intake year. Due to low numbers, other LL.B programmes and Business programmes are not shown separately. We note that our 2016 whole intake coefficient (0.090) shows greater equality than the 2016 sector mean (0.177), so whilst we have room for further improvement, we are already outperforming the sector as a whole.

There is a noticeable difference between the coefficients of the 2 year and 3 year programmes. Given that the student loan system does not currently allow students to access a loan for the full fees of the 2 year programme, it is unsurprising that there is a greater proportion of students from higher income backgrounds, as they are more likely to have the funds to make up the difference. We will continue to monitor this after the student loan system has changed and students are able to access full fee loans for both programmes, as we expect this measure to improve the equality of access for students from lower POLAR backgrounds.

⁵ HEPI, *Benchmarking widening participation: how should we measure and report progress?*, HEPI, April 2018

We have also reviewed our data by campus. There are some regional variations, which will be addressed in our next Plan for 2020/21.

We currently offer online degrees over four or six⁶ years; by 2019 we will have a broader offering of online degree options, which we believe will enhance access.

Gaps in access, success and progression:

A table setting out our access, success and progression data for our selected underrepresented groups is on the following page. This table is used as a reference point in analysis and narrative throughout this document. Where the denominator is less than 10⁷, percentages have been suppressed.

We will invest in data analytics to capture more accurately the existing activity and interventions to support under-represented groups. Once in place in 2018/19, we will derive information to make more informed decisions in 2019/20, allowing an interim review of impact in 2021/22 with completion data available in 2022/23.

⁶ Our current six year programme is available only as a solicitor apprenticeship

⁷ Following consideration of the HESA approach, ie suppression of numbers where the denominator is <22.5, we concluded that this would be inappropriate because of our small numbers leading to an inability to set publicly declared targets. [We are happy to discuss this further with the OfS].

	Entrants 2014-2016				Completing students 2015-2017				Completing students 2014-2016	
	# entrants	Withdrawal rate	# completing year 1	Continuation rate	# completed	Pass rate	# passing students	% of passes at 1st or 2:1	# DLHE responses	% in GWoFS
POLAR										
1	134	9.7%	118	84.7%	34	91.2%	31	45.2%	10	70.0%
2	208	9.6%	185	90.3%	61	91.8%	56	55.4%	23	95.7%
3	239	7.5%	213	80.3%	82	90.2%	74	50.0%	40	62.5%
4	205	5.9%	192	84.4%	79	91.1%	72	50.0%	44	81.8%
5	258	8.1%	230	90.0%	98	84.7%	83	60.2%	69	85.5%
Non-UK	83	4.8%	75	90.7%	56	85.7%	48	50.0%	17	88.2%
Ethnicity										
Asian or Asian British	279	7.9%	250	84.4%	94	90.4%	85	37.6%	37	83.8%
Black or Black British	88	9.1%	77	79.2%	24	79.2%	19	47.4%	14	64.3%
Mixed	69	5.8%	63	85.7%	24	75.0%	18	38.9%	<10	
Other ethnic background	62	4.8%	57	82.5%	28	89.3%	25	48.0%	11	81.8%
White	525	6.5%	484	91.1%	209	92.3%	193	62.2%	123	81.3%
Information refused	104	16.3%	82	74.4%	32	78.1%	25	48.0%	12	75.0%
Disability										
No disability	895	8.8%	801	86.1%	320	91.6%	293	53.6%	171	82.5%
Disability declared	232	3.9%	212	87.3%	91	79.1%	72	48.6%	33	72.7%
Specific Learning Difficulty	71	2.8%	68	91.2%	23	78.3%	18	50.0%	<10	
Blind/Partially Sighted	<10		<10		<10		<10		<10	
Deaf/Hard of Hearing	<10		<10		<10		<10		<10	
Wheelchair User/Mobility Difficulties	<10		<10		<10		<10		<10	
Mental Health Difficulties	56	1.8%	52	86.5%	24	83.3%	20	30.0%	<10	
Unseen Disability	10	10.0%	<10		<10		<10		<10	
Multiple Disabilities	12	0.0%	<10		<10		<10		<10	
Condition Not Listed	68	5.9%	60	86.7%	28	78.6%	22	59.1%	11	90.9%
ASD or Asperger Syndrome	<10		<10		<10		<10		<10	
Age										
< 21	849	7.1%	775	88.5%	294	91.5%	269	54.6%	150	82.7%
21 and over	278	10.1%	238	79.4%	117	82.1%	96	46.9%	54	75.9%
Grand Total	1127	7.8%	1013	86.4%	411	88.8%	365	52.6%	204	80.9%

Access:

Looking at the data by gender, Polar Quintile and ethnic background, the following table shows the percentage of students in each Polar Quintile for each ethnic group, split by gender.

	# students	POLAR Q1	POLAR Q2	POLAR Q3	POLAR Q4	POLAR Q5
Female	855	14.7%	20.9%	23.3%	18.5%	22.6%
Asian or Asian British	222	7.7%	20.7%	27.9%	17.1%	26.6%
Black or Black British	71	16.9%	18.3%	21.1%	25.4%	18.3%
Mixed	55	18.2%	18.2%	32.7%	14.5%	16.4%
Other ethnic back'd	43	14.0%	25.6%	20.9%	7.0%	32.6%
White	391	17.9%	21.2%	18.9%	20.2%	21.7%
Information refused	73	15.1%	21.9%	28.8%	16.4%	17.8%
Male	432	11.1%	19.7%	22.0%	22.5%	24.8%
Asian or Asian British	109	10.1%	23.9%	26.6%	22.9%	16.5%
Black or Black British	29	17.2%	13.8%	41.4%	13.8%	13.8%
Mixed	26	11.5%	7.7%	23.1%	26.9%	30.8%
Other ethnic back'd	14	7.1%	21.4%	21.4%	35.7%	14.3%
White	204	12.3%	18.1%	17.2%	23.5%	28.9%
Information refused	50	6.0%	26.0%	20.0%	16.0%	32.0%

The most significant difference between Polar 1 and 5 is for white male students, in line with experience in the wider sector.

Success: (polar, ethnic, age, disability, care leaver)

We have considered success in terms of continuation to year 2, the number completing, pass and good degree rates of those completing. When to measure completion, particularly with consideration to flexibility in transfer between courses and the variety of course lengths, is challenging and makes it difficult to derive a suitable metric. We have concluded that this is not meaningful within the context of this Plan.

The table above sets out the withdrawal rate from the course in Year 1 (Withdrawal rate). We also set out the percentage of those students who completed their first year of study at the expected point who met the academic requirements to continue in to the second year of their course (Continuation rate). This figure excludes students who have taken a break from their studies by intermitting. We believe that both of these measures are valuable in identifying differences in the student experience; one group of students may be less likely to withdraw from the course under a particular set of circumstances, but this might mean they have lower continuation outcomes. For example, students with multiple disabilities have a zero withdrawal rate, but a lower rate of continuation to year 2.

Asian and Black students are more likely to have withdrawn by the end of Year 1.

Withdrawal rates for students with disabilities are lower than for students with no disability declared, with the exception of those in the category of Unseen Disability (Diabetes, Epilepsy, Heart Condition), and a higher percentage of disabled students meet the programme continuation requirements. The pass rate and – in particular – 1st/2.1 rate for students with mental health difficulties is a concern.

Older students are more likely to withdraw during the first year and less likely to meet the programme continuation requirements.

Given that Asian or Asian British students make up such a significant proportion of our student body, the relatively low 1st/2.1 rate is an important gap, and is identified in our targets below.

Older students (21 and over) are less likely to complete, less likely to pass, and less likely to pass with a 1st/2:1. Again, given that these students make up such a significant proportion of our student body, reducing these gaps is a target.

Regarding length of course and mode of study, we will be in a better position to determine differences, and hence whether we need different strategies to address any inequality in outcomes, when our online provision has been delivered for a longer period and once students can receive full funding for our two year degree.

Progression:

We have DLHE data for only 204 students, from the 2014, 2015 and 2016 surveys. Only 16 of these were on the three year programme 2013/2016, the rest were on our accelerated two year LLB degree.

Although the progression outcomes are not significantly different at an overall level, when looking at students with the same degree classification, students from a POLAR 1 background gaining a 2:1 degree are significantly less likely to be in graduate work or further study than students from a POLAR 5 background gaining a 2:1.

Black students are less likely to be in graduate work or further study than other ethnic groups.

Older students are less likely to be in work or study than under 21s.

The proportion of students with mental health difficulties who progress to graduate work or further study is significantly lower than for students without a disability. However, this effect is not seen when considering degree classifications, suggesting that the overall difference may be due to the significant difference in degree classifications noted above. Understanding and addressing these gaps will be a focus of our activity over the next five years.

Ambition and strategy

Strategic Ambitions:

We are a diverse, inclusive university, welcoming applicants from all backgrounds and supporting students through their studies with us to successful completion and progression into the workplace. We recognise that there is still work to do on improving outcomes for students from some groups. Our ambition is to ensure that every student has the opportunity to succeed to the best of their ability.

A broader aim over the next five years is to increase our undergraduate student body. We want to reach as broad a body of students with the potential to succeed as possible and we want to help those students succeed.

In terms of setting ourselves targets in this Plan, therefore, where we have not identified a gap in outcomes for underrepresented groups we will aim to maintain our performance while increasing the number of students. Where we have identified a gap we aim to increase both number of students and improve the performance of underrepresented groups.

We are setting our targets in terms of change to a current percentage, rather than reducing any internal future gap.

An important target is improving our capture of comprehensive data, so as to be in a position to evaluate other underrepresented groups in future. We will subscribe to a learner analytics service which will help us monitor students through their study, with the intention of increasing continuation, completion and pass rates.

While the ultimate aim must be to eliminate gaps, we also want to set realistic targets. Having reviewed our data, and the initiatives we are putting in place, we think that a general aim of halving current gaps over the next five years is realistic.

Separately, we aim to increase the percentage of 1st/2:1 outcomes across the university as a whole. Our 1st/2.1 rate, albeit for small cohorts, has been around 50%, significantly lower than the sector (c65% for Law). Through feedback from external examiners, and more engagement in the undergraduate sector, we have concluded that while design of the LLB was benchmarked against the FHEQ descriptors, expectations may have been unduly high regarding student learning and assessment, although this was difficult to measure given the small graduating cohorts on accelerated courses. Following an extensive curriculum review from 2014-2015, involving students, staff and externals, we have evened out student workload, including a semesterised structure, we introduced level 4 modules specifically aimed to ease transition into higher education, and developed an enhanced range of option modules at levels 5 and 6. We have retained our practice and professional focus. These enhancements to our course will allow the overall cohort to realise grade improvement and achieve a 1st/2.1 rate of 65%, an increase of 15%; targets for underrepresented groups will take that overall increase into account also.

Access ambitions

Our ambition is to build on our already diverse and inclusive community, encouraging application and enrolment from a broader range of students from underrepresented groups.

Access targets:

We have now subscribed to the UCAS contextual data service and should therefore be able better to analyse our cohorts in more detail in future. This is part of and critical to delivery of our overall strategy. Broadly speaking, however, we are attracting a diverse body of students, across the range of targeted underrepresented groups. Our most significant gap is for white male students from Polar Q1, being 5.6% of male students and 1.7% of our whole student body.

We will therefore target White British males from lower socio-economic groups. In 2017 we had an enrolment of 10. We aim to triple or better this over the next five years. Regarding care leavers, which is a specific OfS target group, although we attract a higher proportion of care leavers than the proportion enrolled in the sector as a whole, our numbers are small. Because of the importance of this group we have decided to set ourselves a target to increase enrolment of care leavers.

Access	Sub-group 2017	Target for 2022/23
White British Males from lower-socio economic groups (currently measured by POLAR 3 Q1)	10 students enrolled	38 students enrolled
Care leavers	<10 students enrolled	20 students enrolled

Looking at gender overall, 65% of our students are female, which is in line with the subject of law nationally but higher than across all subjects. We will consider whether we should set targets for recruitment of male students generally, in addition to the specific target outlined above. We will be setting specific campus targets for increasing student access from groups underrepresented locally. We will undertake this exercise in 2018/19 with a view to including access targets by campus in our 2020 Access & Participation Plan.

Strategies and measures to support access:

Our Domestic Student Recruitment (DSR) team already undertake a significant outreach programme as well as welcoming individuals and schools to our campuses. We provide early career guidance as well as an insight on our practice-focused style of teaching.

We have tended to focus on schools/colleges in the state sector. Campuses have relationships with local schools, Sixth Form and FE colleges in each of the seven regions. They are now being given some particular targets relating to making relationships including sustained outreach with schools and colleges in Polar Q1 areas, with a greater proportion of students underrepresented in higher education.

Marketing campaigns will support our strategic work with schools and colleges in POLAR 1 areas by using ACORN data, the consumer and household classification system. In addition, we will

reach target groups through alternative contact routes such as community groups, housing associations, sports groups and charities. Similar campaigns will support work with mature learners where their current study patterns might mean that traditional outreach work struggles to engage them effectively. A number of universities have successfully used “Looks like me” as a message throughout the student journey. In terms of recruiting students from a diverse background, that includes ensuring that our materials and website illustrate our diverse community. This has been discussed by the Student Association Parliament and received widespread support, particularly from the BME Officer.

Where possible, campuses liaise with other local bodies, for example our Birmingham campus has recently started working with the Social Mobility Foundation, Aim Higher West Midlands and West Midlands Care Leaver network. We are setting targets for all campuses to increase this activity.

With an increased national focus on accelerated degrees, and the opportunity for students to obtain a loan to cover all tuition, we intend to focus recruitment for accelerated degrees on career changers and returners to education as in our experience to date these profiles are the most likely to want to complete their degree in a short timeframe. People returning to education can be hard to reach, relying more on social media than traditional sources of advice. We are already providing some support services through online platforms. We have recently developed our social media policy to allow greater local level and other targeted content and interaction.

In addition to an increased focus on care leavers, feedback from campus personal tutors is that we have a significant number of carers. With improved data capture to support our understanding, we intend to focus on carers in a future Plan.

We currently offer a range of online resources designed to help students with transition to HE. These are being further developed and we intend to offer sessions on campus, with first invitations going to students from underrepresented groups. As a specific initiative to bridge transition, we are investigating a Foundation Year to be run by City and Islington College, with students then moving to our Bloomsbury campus in Year 1.

To embed the importance of progression into the workplace, even before students enrol with us, we will hold an Employability Event in the summer before enrolment. This will be an annual event with invitations to all starters but priority booking to those identified in underrepresented and disadvantaged groups. The day offers an opportunity to instil confidence before embarking on the challenge of studies. The sessions will be used to encourage and reassure applicants (increasing access) and equip them with the skills and confidence to prosper (success and progression). It will be an inclusive event, open to all, but will also allow breakout workshops to offer support where appropriate, for example to career changers, or mature learners. Parents will be encouraged to participate in their child’s learning but also to consider their own situation as a potential career changer and/or mature learner, with specific opportunities set up for group or 1-1 consideration of the options.

We recognise that a strong student-centred Freshers’ and induction is key to building community and friendships. This in turn aids student continuation and retention, particular for those students from widening participation backgrounds. We are therefore reviewing our plans for induction. Particular attention is being paid to offering sessions for selected student groups, for example for mature students to meet each other and create friendship groups. Our students have told us that building a sense of student community and support networks is key; it helps to integrate the cohort. Our Welcome Heroes ensure that all students get involved in their campus social life and interact with one another. No one is left out and everyone is encouraged to make friends and connections at an early stage.

Success ambitions

Improving completion, pass and good pass rates for identified groups (above) is the key focus of this Plan, underlined by the fact that we are allocating over half of our resource plan to this area.

Success targets:

Set out below are the current data, and our five year targets:

Success	Continuation rate end of Y1		Pass		Good Pass (1 st /2.1)	
	Sub-group 2017	Sub-group target for 2022/23	Sub-group 2017	Sub-group target for 2022/23	Sub-group 2017	Sub-group target for 2022/23
All students	86%	88%	89%	90%	53%	65% ⁸
Polar 3 Q1	85%	88%	91%	92%	45%	62%
Asian and Asian British	84%	86%	90%	90%	38%	58%
Black and Black British	79%	83%	79%	85%	47%	60%
Age 21 and over	79%	83%	82%	85%	47%	60%
Disability declared	87%	88%	79%	85%	49%	60%

In particular, we will target groups that have withdrawn during year 1, and those who did not progress academically (as a result of failure to pass year 1 and with outstanding resit assessments) and did not return.

Strategies and measures to support success:

Our biggest investment under this Plan will be an expansion of our Student Support and Wellbeing Services and other pastoral services across the University. We will also invest to achieve greater integration between these services to optimise their effectiveness.

The University's Student Support and Wellbeing Services encompass disability support, counselling, accommodation, welfare support, mental health advice, chaplaincy and learning skills support. The counselling, accommodation and learning skills services are enhanced by online resources – Big White Wall, Studentpad and Skills4Study.

The majority of our specialist support resources are located at the University's London campuses which have the largest student populations. We will increase the resources at our campuses outside London to provide greater access to welfare services and learning skills support. As is currently our practice we will monitor uptake of these services on a monthly basis, providing data to the Chief Operations Officer, and enabling us to identify if resource levels are appropriate. Our learner analytics system will support our Wellbeing Service by providing early warning of students who are at risk.

We have a well-established Disability Support Team which has been successful in improving completion, pass and award rates for our postgraduate programmes for students with disabilities. The workload within the team is, and will continue to be, monitored on a monthly basis to ensure the team is adequately resourced. The existing team members will be upskilled by investment in personal training plans. Targets for improvement in completion pass and 1st/2:1 rates for undergraduate students with disabilities have been set (above) and the impact of interventions and other support will be carefully monitored in implementing this Plan. In particular to support students with disabilities, though all students should benefit, we are subscribing to Blackboard Ally, which presents students with automatically-generated alternative versions of uploaded files creating accessible HTML, eBook, digital braille, and audio format files. It creates an accessibility score for published content, indicating improvements that can be made and therefore coaches authors and users in ways to improve the accessibility of materials. Administrators can see scores for materials across courses and track changes over time to plan, measure, and improve accessibility.

We will continue to monitor uptake of counselling appointments and engagement with our online counselling resource, Big White Wall, to ensure that students are able to access counselling when they need it. Our counselling service is staffed by freelance trained accredited counsellors which enables our Counselling Service Manager, herself an accredited counsellor, to flex the number of appointments available at each campus as demand fluctuates. We know we need to offer more support to students with mental health issues and also better equip our staff to support these students; we delivered such staff training to 215 colleagues in 2017-2018 and we will continue to

⁸ Sector average for Law, HESA
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do so. We will also develop our face to face and online support for students and invest in bespoke and “off the shelf” training courses for academic and business professional staff.

Critical to our pastoral system is the personal tutor, assigned to every student from their first day. The role currently involves following up on attendance as well as monitoring academic performance, providing guidance and advice on issues relating to the course, basic careers questions and personal issues the students may be facing. This longer-term relationship generates a sense of belonging and well-being in the student. One of our aims in developing our learner analytics is to enable us to provide a dashboard to personal tutors, as well as the Wellbeing Service, to make it easier and quicker to identify students who may need additional support or intervention. We are developing a training programme to ensure that personal tutors and specialist support teams are clear about their roles and responsibilities, to ensure an integrated approach to supporting our students.

The University has recently initiated a project looking at different models of attendance monitoring. The project working group includes personal tutors, members of the specialist support teams, and representatives from administrative teams and our IT department. We will invest in the project group’s recommendations when they have completed their review. Awareness of widening participation issues, including the success/ progression gaps of underrepresented students with staff, is essential for the successful delivery of this Plan. For example, during 2018/19, we will run sessions at our annual Learning and Teaching conferences in September 2018, to build on and further develop staff confidence and skills in supporting an ethnically and culturally diverse student community and to ensure all colleagues know that each and every one of us has a role to play in addressing diversity issues. All staff currently undertake unconscious bias training. Each campus will produce a staff training strategy to incorporate awareness of widening participation. We will also be delivering specific training for staff on learning analytics and use of the dashboards we will develop.

We will invest in developing our physical library spaces to provide flexible options for studying as not all students have suitable spaces to study outside University.

Our Library staff play a key role in improving student success by encouraging use of library resources and skills through a sustained programme of workshops and equipment provision. As part of this Plan, we will invest in continuous training in skills and knowledge of our library staff, led by the core library team, for example to enable them to develop information literacy workshops to be delivered on campus and online. These workshops will be offered pre and post induction to students.

Published studies⁹ demonstrate that information literacy training helps students, particularly those in target groups, succeed. Student retention rates are higher for students whose courses include

⁹ *The Impact of Information Literacy Instruction on Student Success: A Multi Institutional Investigation and Analysis by Greater Western Library Alliance (GWLA)* (a consortium of 36 research libraries located in the central and western United States)

http://www.arl.org/storage/documents/publications/The_Impact_of_Information_Literacy_Instruction_on_Student_Success_October_2017.pdf

Bowles-Terry, M. (2012). *Library Instruction and Academic Success: A Mixed-Methods Assessment of a Library Instruction Program*. *Evidence Based Library and Information Practice*, 7(1), 82-95.

<https://doi.org/10.18438/B8PS4D> <https://journals.library.ualberta.ca/ebliip/index.php/EBLIP/article/view/12373>

A strengths-based approach to widening participation students in higher education, Sebastian Krutkowski, (2017) " *Reference Services Review*, Vol. 45 Issue: 2, pp.227-241, <https://doi.org/10.1108/RSR-10-2016-0070>

Does it really improve their marks? Adam Edwards & Vanessa Hill

https://www.sconul.ac.uk/sites/default/files/documents/11_7.pdf

Digging deeper into library data: understanding how library usage and other factors affect student outcomes, Graham Stone, Ellen Collins and David Pattern, LIBER 41st Annual Conference, 27 June – 30 June 2012, University of Tartu, Estonia (unpublished; available from the University of Huddersfield repository

<http://eprints.hud.ac.uk/12973/>)

Building resilience and resourcefulness: The evolution of an academic and information literacy strategy for first year social work students, Tricia Jane Bingham, Josie Wirjapranata, Allen Bartley, *Information and* 10039956

an information literacy instruction component. The library team has referred, for example, to ‘*A strengths-based approach to widening participation students in higher education*,’ Sebastian Krutkowski, (2017)⁹ which sets out approaches to ease the transition of students into higher education (as well as the transitions between levels of study and employment), especially those coming from underrepresented backgrounds. It sets out an example delivery plan for strengths-based education, especially how that can inform and reshape information literacy instruction in the library and other academic skills modules. It argues that there is a perception that widening-participation students have more significant gaps or weaknesses upon entering university education, but that “The case study confirms that not remediation but a strengths-based approach has the strongest potential to enable students to better manage their weaknesses and become independent learners.” We will ensure that we properly track attendance at information literacy, and other, library sessions, to assess their impact on underrepresented groups.

We are aware that we must reduce the number of students who drop out after year 1 but before commencing year 2, often because they have to retake assessments. We plan to increase support for all of our resit students, which will benefit those from underrepresented groups, for example by providing revision sessions at no cost, providing the opportunity to take the mock examination and to receive feedback. We will provide more support to students who for good reason need to take a break from their studies and/or transfer to another one of our campuses. We will make no charge for intermission or transfer and we will enter into “keeping in touch” support plans with students to increase the likelihood of students returning to their studies.

Schools-based research suggests that good teaching is the most important factor in delivering successful student outcomes. Good teaching enables students to diagnose for themselves any gaps between their current level of understanding and development as against where they need to be and, importantly, the pathway to achieve that end.

As evidenced by our Gold TEF award, our teaching is excellent but it can always improve. We now deliver a PgCHE, initially delivered to a small cohort, but which will be mandatory for all new tutors. Investing in our PgCHE is one way of ensuring that teaching and learning remains at a consistently high standard, thus enabling genuine equality of opportunity for all students. For example the process of formative assessments and facilitative techniques within class helps to ensure that the learning and developmental needs of all students are diagnosed then sensitively advanced by the tutor through our range of learning techniques.

Progression ambitions

Our ambition is to support students beyond short-term job hunting into long term professional employment. We are investing in online resources and we will run events which outline the opportunities and practical challenges as a career develops. This will benefit all students but we plan to contextualise our activity in a way that strengthens the position of those who may have relatively limited social capital and/or face specific challenges in the workplace.

Progression targets:

Note that progression targets will be measured through DLHE (revised), LEO and 10 year (through HMRC).

In the year ahead, we intend to investigate how best to set meaningful targets and to analyse the changing nature of both our student mix and the legal profession into which the majority of our students progress. Notwithstanding this research, our short-term targets, which are based on a relatively small sample of students, are to halve the current difference between the strongest performing groups and our target underrepresented groups. In percentage terms, this equates to movement of 5% in respect of disabled students and those from minority ethnic backgrounds.

Progression into graduate level work or further study	Sub-group 2017	Target for 2022/23
All students	81%	83%
Polar 3 Q1	70%	75%
Asian and Asian British	84%	85%
Black and Black British	64%	73%
Age 21 and over	76%	79%
Disability declared	73%	77%

Strategies and measures to support progression:

The University's vision is to provide a professional, employment-focused student experience and we are particularly keen to ensure that target groups are introduced to our employability services prior to starting their studies and reminded of its presence throughout their time with us.

Progression into the workplace is a focus even before students arrive at the University, with access to our employability service from the moment of unconditional acceptance.

We deliver a full-day timetabled Career Development Workshop for all students in the first fortnight of their course. Post event feedback will be introduced and include advice on strategies to challenge and overcome the unwritten rules of professional legal practice ('it's who you know not what you know'). We intend to run a two day pre-entry event each September, set out above. A diverse range of motivational speakers will give talks throughout the year, offering perspectives on dealing with adversity, and/or succeeding with little initial social capital. Those from underrepresented and target groups will be invited to host the speakers (with support), meeting them on arrival, introducing them at the start of the talk and thanking them at the end.

We already offer online and telephone meetings and advice sessions, help with CV drafting and interview practice, but are reviewing our provision including through student focus groups, on how best to target support more specifically. This review might propose, for example, providing membership to professional bodies and access to the associated range of resources, support and networking opportunities.

We will offer financial support for students from lower socio-economic backgrounds to attend job interviews and/or attendance at unpaid work experience opportunities. These can be missed chances when cost of travel and/or lost earnings elsewhere outweigh the longer term benefits of the exposure to the workplace. We will use careers ambassadors who will be suitably trained to understand the diverse nature of the student body. We are setting targets for the number of engagements with students from underrepresented groups.

We are creating a progression to further study scheme, designed to assist students from target groups into further study by providing them with targeted support during their final year of study.

It is impossible to progress into a career in law without additional postgraduate study, so it is important to encourage students from underrepresented groups to take the additional qualifications they need to progress into the professional workplace. To enable students make the right progression decision, we will run LPC and BPTC taster sessions during the final year of study. In recognition of the fact that the postgraduate loan is insufficient to cover both course fees and maintenance expenses of postgraduate courses, we will put in place initiatives to help students obtain financial support during their postgraduate study. We will therefore invest in paid placements and internships at law firms to help students secure a training contract and hence funding of their postgraduate study.

These initiatives will be offered as a package along with additional employability support to ensure that the students are able to line up employment before their postgraduate study commences. The Student Association supports these measures. The Student Association feels strongly that worrying about funding for the postgraduate courses that are compulsory in becoming a barrister or solicitor is putting considerable pressure on students, but particularly on students with widening

participation backgrounds who often have to work alongside their studies. Confirmed employment would help to relieve some of that pressure.

Further initiatives will stem from the employability skills questionnaires which are completed at the Career Development Workshop at the start of the course and revisited at least once per year. They will not be pre-determined but reflect need.

Through our proposed new career management tool we will be able to track the student journey at an individual level as well as by groups. This will allow analysis of students' engagement so that the level of participation, its nature and effectiveness can be measured and evaluated, to determine future developments for those in our target groups and beyond.

This monitoring of student progression through their university life cycle will be particularly important given that the new Graduate Outcomes data will not be available to the host university on an individualised basis. Ongoing support through the career management tool will give greater insight on short-term success in securing employment / further study and tracking of career development thereafter.

Collaborative working

The University has a number of progression arrangements with further education colleges and we are looking at specific initiatives to help with transition into higher education (eg working with further education colleges, see above).

We are setting local campus deans an additional target for engagement in their region with a secondary and primary school with a profile of disadvantage.

Our partnerships with schools will be about building confidence and enabling learning, particularly for students from underrepresented groups. As our inspiration, we will use the experience of our Vice Provost, Enhancement, who was told by a nine year old pupil at a "what is law" session she led at a primary school: "I didn't think people like me were allowed to go to university." In developing our relationships with schools we intend to work with them to identify how best we can help schools raise attainment, developing those skills which will enable school leavers to access, succeed in and progress from higher education, whether with us or other providers. While our work will draw on experience from universities already engaging in this work, and on research by for example the Sutton Trust and Universities UK - providing academic and social enrichment, counselling, mentoring, masterclasses, summer schools, staff development, materials and so on - we believe that it will be important for each school to work with us in partnership to determine what support will best suit their particular needs.

We are currently actively looking to work with Debate Mate Schools, an educational charity that helps university students to run school debating clubs in areas of high child poverty; it has assessed the social impact of its work¹⁰. Debate Mate provision aligns with our focus on increasing confidence for students and the speaking and listening skills required for successful completion of a law degree. We will collect feedback from participants and evaluate the impact on their school outcomes (measured through value added) and success at ULaw where they enrol on a course with us.

We already work with the Big Voice which is a charity which specialises in empowering sixth formers from disadvantaged backgrounds, predominantly aged 16-18, through knowledge of the law and legal policy. In particular the charity focuses on encouraging the sixth formers who have no connection to law to consider the legal profession as a career. Through the opportunities provided to the sixth formers by the charity and our student mentors they are able to explore the law as a potential vocation. Under our APP we will monitor and evaluate the effectiveness of this project in raising aspirations and outcomes, through access, success and progression.

The University has always worked closely with a wide range of employers to ensure that their needs and ambitions are reflected in our programmes and in the support we provide to students.

¹⁰ <https://debatemate.org/wp-content/uploads/2018/01/Debate-Mate-Social-Impact-Report-2016-17-Online.compressed.pdf>
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Our Birmingham campus has, for example, established an employability prize of work experience sponsored by a local firm. We are encouraging all campuses to obtain similar sponsorship and offer specific opportunities for underrepresented groups. The legal qualification landscape will change significantly over the next few years and we must ensure that we adapt our programmes and delivery to ensure that students are well placed to progress. In particular, there is concern that the proposed changes will disadvantage some underrepresented groups and we, with other providers, will need to work with the regulators actively to challenge this.

Although BME is relatively well represented in solicitors' firms, the legal sector has issues with diversity¹¹ and our ambition is to work with the sector to reduce gaps in the workforce. For example, although women make up 48% of all lawyers in law firms, only 33% are partners, with only 29% at the largest firms. People with disabilities are not well represented, with only 3% of all groups reporting a disability, 2% of partners.

We work with a number of law firms to help them achieve their corporate social responsibility, diversity and inclusion strategies, including a number of recruitment schemes and pro bono projects. We sponsor the Black Lawyers Directory and provide workshops at their events and at a pre-National Law Fair workshop. We sponsor and host the Sutton Trust's Pathways Plus programme, open only to applicants who meet widening participation criteria, which seeks to enhance students' leadership and employability skills. We run a Step into Law programme, open to all prospective students, and we also fund participation in Legal Cheek events run across the country. We regularly participate in Law Society events aimed at mature career changers. We sponsor the Miranda Brawn diversity Leadership Foundation and host their annual diversity leadership lecture, aimed at 14-21 year old BME future leaders. Capturing this activity in terms of measurable targets and impact is challenging and will be further considered by our Widening Participation and Access Committee.

We have established an Employer Advisory Forum, which has access and participation as a standing agenda item, to consider how best to enable students from underrepresented groups to progress into (and then in) the workplace. We plan to undertake research into the best ways of working with the sector, working towards specific measures for subsequent Plans.

Ensuring continuous improvement through evaluation

A key feature of our strategy is to improve our data collection, both contextual data for our applicants and enrolled students, but also of relevant on-course data that can be used to monitor progress.

Relating directly to access, we will look to invest in the HEAT Tracker so that our sustained approach to outreach activity can be appropriately measured. We are looking at value added measures to help assess the extent to which we are helping students from underrepresented groups to succeed.

Relating to success, we are currently evaluating learner analytics solutions, with a view to purchasing and embedding our chosen solution during 2018/19. By 2019/20 we should therefore have in place more robust learner analytics to support delivery of our plan.

The purchase, development and use of a Learner Analytics package will be important in ensuring real-time access to reliable monitoring data. It will include attendance monitoring, engagement with learning, use of support services, assessment results (formative and summative), and so on. This will help us to identify the need for timely interventions.

While we already understand the point at which some interventions need to take place (for example relating to attendance, or to proposed withdrawal from a course), to some extent this process will be iterative: we will learn from our ongoing evaluation. We have identified target

¹¹ For example see <https://www.sra.org.uk/sra/equality-diversity/key-findings/law-firms-2017.page>

groups based on underperformance at specific stages in the student lifecycle, and so will ensure that we pay particular attention to those groups at particular points in time.

In pulling together the requirements for the Learner Analytics (and other statistical analysis) solutions we have reviewed the guidance provided by Offa and will use the general principles described, where appropriate. We will use a range of dashboards, each with a different focus, for example to enable students to understand whether they are on course with their studies, to help staff identify students who are perhaps falling behind in terms of attendance, or preparation, or assessment outcomes, and to help the WP&A Committee to ensure that the impact of initiatives on progress and outcomes are being properly tracked and analysed.

This ongoing, real-time monitoring will feed into analysis of the effectiveness of our activities, and into broader evaluation of what works well and less well, then feeding into our cycle of continuous improvement in practice. Where we evaluate that activities and initiatives are having a positive impact we will look to see how we can improve outcomes further. We will also take steps to address underperformance against targets. We will refine our existing monitoring and review policy during the 2018/19 academic year to define how we will evaluate progress against our access and participation targets. As with all our policies that will, in turn, be subject to challenge and review.

Monitoring the delivery of our plan

This Plan sets out our high level targets and investment. Underlying this Plan is a detailed spreadsheet of specific initiatives, targets and measures, together with spend. This will be used to monitor implementation of our Plan, including the extent to which we are on course to meet our targets.

Responsibility for monitoring delivery of our Plan lies with the Widening Participation & Access (WP&A) committee of the Academic Board, chaired by the Vice Chancellor. The WP&A Committee includes student representation. In addition, student learning outcomes demonstrated through assessment are monitored by the Academic Standards and Quality Committee of the Academic Board.

We have realigned the working groups of the WP&A Committee as follows, better to ensure that we will deliver our initiatives and activities, including those planned for 2018/19 before the APP starts, and to track progress. The following working groups will each meet at least every six weeks (meetings have been scheduled for the forthcoming year).

Data & statistics group

Remit: to identify data to be captured, monitored and analysed, with specified outputs; solutions to be delivered during 2018/19 to ensure in place for 2019/20

Learner analytics group

Remit: to specify requirements, identify potential learner analytics suppliers, agree on solution; solution to be delivered during 2018/19 to ensure in place for 2019/20

Access group

Remit: to identify, track, monitor and analyse initiatives intended to increase access for students from underrepresented groups. To monitor delivery of activities and initiatives set out in the APP and report progress to WP&A Committee; to facilitate analysis and evaluation leading to continuous improvement.

Success group

Remit: to identify, track, monitor and analyse initiatives intended to increase success of students from underrepresented groups, including continuation, and successful completion. To monitor delivery of activities and initiatives set out in the APP and report progress to WP&A Committee; to facilitate analysis and evaluation leading to continuous improvement.

Progression group

Remit: to identify, track, monitor and analyse initiatives intended to increase progression of students from underrepresented groups, both short and longer term. To monitor delivery of activities and initiatives set out in the APP and report progress to WP&A Committee; to facilitate analysis and evaluation leading to continuous improvement.

Equality and diversity

The University has a well-established Diversity Policy. It is due for review. This review will be undertaken alongside an Equality Impact Assessment, scheduled to be undertaken in 2018. We anticipate that the resulting output will be an Equality and Diversity Policy and a separate Equality and Diversity Strategy, currently embedded in our overall University Strategy, which will align with our Access & Participation Plan and be compliant with the Public Sector Equality Duty. The Academic Board's WP&A Committee will oversee this work, led by the Deputy Academic Registrar.

Student consultation and involvement

Regarding formal consultation and involvement, the Student Association has been involved in the work of the WP&A Committee of the Academic Board since before the Committee's inception. The Student Association President is a member of the Committee and was a member of key working groups which drafted and approved our APP.

Our 2018/19 Student Association BAME, LGBT + and Students with Disabilities officers will all be members of the WP&A Committee, and will be members of the working groups which meet regularly to undertake the day-to-day work of the committee, including monitoring and evaluation. Over the summer, when there are no officers in post, the Student Association President is standing in.

The Student Association parliament has Widening Participation as a standing item on its agenda. At its meeting in May 2018 it discussed the work that the University is doing to develop an inclusive curriculum, and the new accessibility functions available on the VLE.

More informally, we regularly run student focus groups, and have planned a number of focus groups to run during 2018/19 to engage with students from particular underrepresented groups, to identify additional support activities, targets and so on. For example, our Bloomsbury campus plans to engage specifically with carers, to investigate what we can do to support them.

Access, student success and progression measures

Credible approach to delivering our ambition

Our stated ambition and strategy will be delivered through a range of activities and support measures.

Through an extensive internal project we have selected activities that will provide the greatest impact on our selected target groups for the applicable stage of the student lifecycle. As far as possible, each activity is outcome-orientated with the ability to be clearly measured and evaluated for its effectiveness. Under each heading, we provide a summary; the detail is set out above.

Access

As mentioned earlier in the Plan the University currently attracts a large percentage of its undergraduate cohorts from low participation and underrepresented groups but has not historically targeted these groups with the specific aim of broadening access. This Plan seeks to address this and introduce a range of access initiatives focused on increasing the opportunities for students from each of our identified target groups. In summary our activities and measures to support access are:

- Strategic partnerships with schools and colleges
- Events to ease transition into higher education

- Targeted marketing campaigns

Student success

Many of our student success initiatives blend with activities within the access and progression areas. In summary our activities and measures to support student success are:

- Investment in Student Support and Wellbeing Services, particularly at our non-London campuses
- Staff training and development
- Specific initiatives to improve continuation and completion

Progression

The University is proud of its strong record of employment and progression activities, embedded throughout the whole student lifecycle.

In summary our activities and measures to support progression are:

- Better targeting of employability support to underrepresented groups
- Work with employers to improve diversity in the sector as a whole

Evidence-led approach

A key feature of our strategy is to improve our data collection, both contextual data for our applicants and enrolled students, but also of relevant on-course data that can be used to monitor progress of underrepresented groups. We are currently evaluating learner analytics solutions, with a view to purchasing and embedding our chosen solution during 2018/19. By 2019/20 we should therefore have in place more robust learner analytics to support delivery of our plan, but intend to continue our investment during 2019/20 under this Plan. Analysis of qualitative and quantitative evidence will inform evaluation of the impact of activities and initiatives, to enable us to drive continuous improvement in our provision and outcomes for our students.

Contextual information

We have now subscribed to the UCAS contextual data service and will therefore be able better to analyse our cohorts in more detail in future; this is part of and critical to delivery of our overall strategy. We are updating our online enrolment procedure to ensure we capture additional data on underrepresented groups, to ensure that we have complete datasets.

Financial support and Hardship fund

Sector experience suggests that financial support through year 1 undergraduate bursaries is not an effective use of funding. We are therefore extending our hardship fund to offer more support to undergraduate students who experience specific financial problems during their course.

We have allocated £43,537 to financial support for 2019/20, of which £8,537 is allocated (pro rata) to infrastructure costs associated with delivering the APP, with £35,000 allocated to the hardship fund. Our experience is that funding students at a point of crisis can have a direct impact on their decision not to withdraw from a course, but to continue with their study. As part of this APP, we will ensure that continued tracking of students in receipt of this funding enables us effectively to monitor their longer term success and progression and hence the longer term impact of that spend.

Investment

Investment levels

The University currently has a high/high to medium proportion of students from underrepresented groups and as such it plans to invest 18.2% of higher fee income into initiatives across access, success, progression and financial support. It is anticipated that for the 2019/20 academic year that this will total around £765,000.

Balance of investment between access, success and progression activities and financial support

The balance of investment across the four areas highlighted below has been guided by the University's assessment of our own performance to date covered in section one:

Student Lifecycle Stage	Percentage To Be Invested each year	Amount to be invested 2019/20
Access	16%	£124,390
Student Success	54%	£410,488
Progression	24%	£186,585
Financial Support	6%	£43,537

This distribution of investment reflects our desire to focus heavily on improving student retention and success for target groups, whilst looking to make further improvements into the accessibility of our courses and student progression from them into further study or work. Within these four categories the associated IT and infrastructure costs will be allocated pro-rata.

As a provider new to providing an access and participation plan, the University has not historically invested funds in these areas with the specific goal of widening participation. Instead any funds that have previously benefitted target groups are a result of activities and support measures designed to help all students. The University has not been in receipt of public funding for access and participation. We have already invested in initiatives and services to support all students, including those from underrepresented groups. Total current spend on welfare officers, disability support and related services, attributable to undergraduate provision, is approximately £100k per annum. We will continue with this spend, as set out in the "Success" line in Table 5a.

As such the University views its first submission of an access and participation plan as a key milestone in the development of the University in that it provides an excellent opportunity to focus in on the particular characteristics of target groups and to design specific activities and support measures for them.

Provision of information to students

The University pays close attention to the indicators of good practice listed by the QAA on the recruitment, selection and admission of students. As such it is very careful to ensure that information for prospective students is clear and available in a range of formats, most notably the institution's website.

Provision of information to students about fees

The website and the offer-making process that the University follows both provide clear information on the cost of each course and how these costs can be paid both in terms of securing funding via, e.g., student loans, and also in terms of how courses can be paid for in instalments.

The University reserves the right to increase fees by the published amount, generally the RPI-X index, in terms of any annual increase to the maximum fee cap for which student loan funding is available. These increases may be applied both to new and returning students. This intention is made clear to students by an explicit statement on the University's website.

Provision of information to students about financial support

The website includes information on the range of financial support measures available to students and how these can be accessed including eligibility criteria for scholarships.

As part of its commitment to widening participation and access, the University will create a hub on its website that specifically targets low-participation and underrepresented groups. This will include

information designed to improve access, student success and progression for target groups and will be an appropriate place for the University's access and participation plan to be published.

Communicating progress made against the access and participation plan

Progress against this plan will be communicated to prospective and current students via the website. The Student Association, which is deeply embedded into our whole-institution approach, will also be central to communication with students.

Equality and Diversity

In developing the provisions of this access and participation plan the University has given due regard to the requirements of the Equality Act 2010. As such the initiatives and measures in this plan are designed to provide support to students from low-participation and underrepresented backgrounds.

The University hosts both its Equality and Widening Participation and Diversity Strategy on its website under its 'University policies' footer which is available for public review. Additionally the University is demonstrating its commitment to Equality and Diversity by supporting and hosting events run by the Student Association LGBT+ Officer and Women's Officer.

* course type not listed.

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

Please enter inflationary statement in the free text box below.

The University reserves the right to increase fees by the published amount, generally the RPI-X index, in terms of any annual increase to the maximum fee cap for which student loan funding is available. These increases may be applied both to new and returning students.

Full-time course type:	Additional information:	Course fee:
First degree		£9,250
Foundation degree		*
Foundation year / Year 0		£9,250
HNC / HND		*
CertHE / DipHE		*
Postgraduate ITT		*
Accelerated degree		£11,100
Sandwich year		*
Erasmus and overseas study years		*
Other		*
Franchise full-time course type:	Additional information:	Course fee:
First degree		*
Foundation degree		*
Foundation year / Year 0		*
HNC / HND		*
CertHE / DipHE		*
Postgraduate ITT		*
Accelerated degree		*
Sandwich year		*
Erasmus and overseas study years		*
Other		*
Part-time course type:	Additional information:	Course fee:
First degree		£6,935
Foundation degree		*
Foundation year / Year 0		*
HNC / HND		*
CertHE / DipHE		*
Postgraduate ITT		*
Accelerated degree		*
Sandwich year		*
Erasmus and overseas study years		*
Other		*

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

Reference number	Stage of the lifecycle (drop-down menu)	Main target type (drop-down menu)	Target type (drop-down menu)	Description (500 characters maximum)	Is this a collaborative target? (drop-down menu)	Baseline year (drop-down menu)	Baseline data	Yearly milestones (numeric where possible, however you may use text)					Commentary on your milestones/targets or textual description where numerical description is not appropriate (500 characters maximum)
								2018-19	2019-20	2020-21	2021-22	2022-23	
T16a_01	Access	White economically disadvantaged males	Other statistic - Socio-economic (please give details in the next column)	To increase enrolment of white economically disadvantaged males (POLAR 3 Q1 students).	No	2017-18	1.7%	0	2.45%	2.8%	3.15%	3.5%	Baseline data - 3 year rolling average. Expressed as percentage of new enrolment, not total student numbers
T16a_02	Access	Care-leavers	Other statistic - Care-leavers (please give details in the next column)	To increase enrolment of care leavers.	No	2017-18	1.25%	1.3%	1.4%	1.5%	1.6%	1.7%	Baseline data - 3 year rolling average. Expressed as percentage of new enrolment, not total student numbers
T16a_03	Success	Low participation neighbourhoods (LPN)	Other statistic - Other (please give details in the next column)	To improve continuation rate of POLAR 3 Q1 students at end of Year 1	No	2016-17	85%	0	85.75%	86.5%	87.25%	88%	Baseline data - 3 year rolling average.
T16a_04	Success	Ethnicity	Other statistic - Ethnicity (please give details in the next column)	To improve continuation rate of Asian and Asian British students at end of Year 1	No	2016-17	84%	0	84.5%	85%	85.5%	86%	Baseline data - 3 year rolling average.
T16a_05	Success	Ethnicity	Other statistic - Ethnicity (please give details in the next column)	To improve continuation rate of Black and Black British students at end of Year 1	No	2016-17	79%	0	80%	81%	82%	83%	Baseline data - 3 year rolling average.
T16a_06	Success	Mature	Other statistic - Mature (please give details in the next column)	To improve continuation rate of students aged 21+ at end of Year 1	No	2016-17	79%	0	80%	81%	82%	83%	Baseline data - 3 year rolling average.
T16a_07	Success	Disabled	Other statistic - Disabled (please give details in the next column)	To improve continuation rate of students who have declared a disability at end of Year 1	No	2016-17	87%	0	87.25%	87.5%	87.75%	88%	Baseline data - 3 year rolling average.
T16a_08	Success	Low participation neighbourhoods (LPN)	Other statistic - Other (please give details in the next column)	To improve pass rate of POLAR 3 Q1 students	No	2016-17	91%	0	0	91.33%	91.66%	92%	Baseline data - 3 year rolling average. Yearly milestones start in 2020-21 so that students will have experienced two academic years under the Plan, which includes 100% of their weighted average.
T16a_10	Success	Ethnicity	Other statistic - Ethnicity (please give details in the next column)	To improve pass rate of Black and Black British students	No	2016-17	79%	0	0	81%	83%	85%	Baseline data - 3 year rolling average. Yearly milestones start in 2020-21 so that students will have experienced two academic years under the Plan, which includes 100% of their weighted average.
T16a_11	Success	Mature	Other statistic - Mature (please give details in the next column)	To improve pass rate of students aged 21+	No	2016-17	82%	0	0	83%	84%	85%	Baseline data - 3 year rolling average. Yearly milestones start in 2020-21 so that students will have experienced two academic years under the Plan, which includes 100% of their weighted average.

T16a_12	Success	Disabled	Other statistic - Disabled (please give details in the next column)	To improve pass rate of students who have declared a disability	No	2016-17	79%	0	0	81%	83%	85%	Baseline data - 3 year rolling average. Yearly milestones start in 2020-21 so that students will have experienced two academic years under the Plan, which includes 100% of their weighted average.
T16a_13	Success	Low participation neighbourhoods (LPN)	Other statistic - Other (please give details in the next column)	To improve good pass rate of POLAR 3 Q1 students (1st/2.1)	No	2016-17	45%	0	0	58%	60%	62%	Baseline data - 3 year rolling average. Yearly milestones start in 2020-21 so that students will have experienced two academic years under the Plan, which includes 100% of their weighted average.
T16a_14	Success	Ethnicity	Other statistic - Ethnicity (please give details in the next column)	To improve good pass rate of Asian and Asian British students (1st/2.1)	No	2016-17	38%	0	0	54%	56%	58%	Baseline data - 3 year rolling average. Yearly milestones start in 2020-21 so that students will have experienced two academic years under the Plan, which includes 100% of their weighted average.
T16a_15	Success	Ethnicity	Other statistic - Ethnicity (please give details in the next column)	To improve good pass rate of Black and Black British students (1st/2.1)	No	2016-17	47%	0	0	56%	58%	60%	Baseline data - 3 year rolling average. Yearly milestones start in 2020-21 so that students will have experienced two academic years under the Plan, which includes 100% of their weighted average.
T16a_16	Success	Mature	Other statistic - Mature (please give details in the next column)	To improve good pass rate of students aged 21+ (1st/2.1)	No	2016-17	47%	0	0	56%	58%	60%	Baseline data - 3 year rolling average. Yearly milestones start in 2020-21 so that students will have experienced two academic years under the Plan, which includes 100% of their weighted average.
T16a_17	Success	Disabled	Other statistic - Disabled (please give details in the next column)	To improve good pass rate of students who have declared a disability (1st/2.1)	No	2016-17	49%	0	0	56%	58%	60%	Baseline data - 3 year rolling average. Yearly milestones start in 2020-21 so that students will have experienced two academic years under the Plan, which includes 100% of their weighted average.
T16a_18	Progression	Low participation neighbourhoods (LPN)	Other statistic - Progression to employment or further study (please give details in the next column)	To improve progression to graduate level work or further study for POLAR 3 Q1 students	No	2015-16	70%	0	0	0	72.5%	75%	Baseline data - 3 year rolling average. Yearly milestones start in 2021-22 so that students will have experienced two academic years under the Plan (2019-20 and 2020-21) before being counted in the DLHE return collected in 2021-22.
T16a_19	Progression	Ethnicity	Other statistic - Progression to employment or further study (please give details in the next column)	To improve progression to graduate level work or further study for Asian and Asian British students	No	2015-16	84%	0	0	0	84.5%	85%	Baseline data - 3 year rolling average. Yearly milestones start in 2021-22 so that students will have experienced two academic years under the Plan (2019-20 and 2020-21) before being counted in the DLHE return collected in 2021-22.
T16a_20	Progression	Ethnicity	Other statistic - Progression to employment or further study (please give details in the next column)	To improve progression to graduate level work or further study for Black and Black British students	No	2015-16	64%	0	0	0	68.5%	73%	Baseline data - 3 year rolling average. Yearly milestones start in 2021-22 so that students will have experienced two academic years under the Plan (2019-20 and 2020-21) before being counted in the DLHE return collected in 2021-22.
T16a_21	Progression	Mature	Other statistic - Progression to employment or further study (please give details in the next column)	To improve progression to graduate level work or further study for students aged 21+	No	2015-16	76%	0	0	0	77.5%	79%	Baseline data - 3 year rolling average. Yearly milestones start in 2021-22 so that students will have experienced two academic years under the Plan (2019-20 and 2020-21) before being counted in the DLHE return collected in 2021-22.
T16a_22	Progression	Disabled	Other statistic - Progression to employment or further study (please give details in the next column)	To improve progression to graduate level work or further study for students who have declared a disability	No	2015-16	73%	0	0	0	75%	77%	Baseline data - 3 year rolling average. Yearly milestones start in 2021-22 so that students will have experienced two academic years under the Plan (2019-20 and 2020-21) before being counted in the DLHE return collected in 2021-22.

Table 8b - Other milestones and targets.

Reference Number	Select stage of the lifecycle	Main target type (drop-down menu)	Target type (drop-down menu)	Description (500 characters maximum)	Is this a collaborative target?	Baseline year	Baseline data	Yearly milestones (numeric where possible, however you may use text)					Commentary on your milestones/targets or textual description where numerical description is not appropriate (500 characters maximum)
								2018-19	2019-20	2020-21	2021-22	2022-23	
T16b_01	Access	Low participation neighbourhoods (LPN)	Outreach / WP activity (summer schools)	Establish summer schools to raise aspiration and ease transition between secondary education and higher education	No	2017-18	0	0	Run summer school for 20 students	Review effectiveness; if positive impact run for 25 or more	Review effectiveness; if positive impact run for 30 or more	Review effectiveness; if positive impact run for 35 or more	New development, so we will evaluate the impact in delivering improved access and subsequent success on course
T16b_02	Access	Multiple	Outreach / WP activity (collaborative - please give details in the next column)	Each campus to identify and establish relationships with schools and/or colleges in a POLAR 3 Q1 area, with a view to building a relationship with the school or college and the community surrounding it.	Yes	2017-18	0	0	7	12	17	21	Number of schools/colleges targeted (whole University)
T16b_03	Success	Multiple	Student support services	Increase on-campus presence of Learning Support team, in particular at campuses outside London	No	2016-17	57	100	230	300	375	450	Number of student appointments/contacts with the Learning Support Team. Note relatively big increase predicted for 2019/20 due to implementation of this Plan
T16b_04	Access	Multiple	Outreach / WP activity (collaborative - please give details in the next column)	Each campus to establish at least one relationship with third sector organisations with a view to reaching and engaging with target groups	Yes	2017-18	3	5	8	10	12	14	Number of schools/colleges targeted (whole University)
T16b_05	Access	Attainment raising	Outreach / WP activity (collaborative - please give details in the next column)	Each campus to identify and establish a relationship with at least one local school or college in a disadvantaged area, with a view to raising attainment of target group students	Yes	2017-18	0	1	2	4	5	7	Number of schools/colleges targeted (whole University). Pilot to be initiated in 2018-19, with initial impact to be assessed in 2019-20 with a view to rolling out over the period of the Plan. We will work with the schools to agree how impact will be measured.
T16b_06	Multiple	Multiple	Outreach / WP activity (collaborative - please give details in the next column)	Pre-induction Employability Event to facilitate transition to the employability and student outcomes focus of UK Higher Education and ULaw in particular.	No	2017-18	0	0	100	200	300	400	Target expressed as the number of participants. Pilot to be developed during 2018-19 for 2019-20 starters, with initial impact to be assessed in 2019-20 with a view to rolling out on a greater scale over the period of the Plan.
T16b_07	Success	Multiple	Operational targets	Develop "keeping in touch" plans to improve the student experience during resit period and intermission	No	2017-18	0	working towards	100%	100%	100%	100%	Target expressed as a percentage of underrepresented student cohort captured during resit period or intermission. Future targets to be developed relating to impact.
T16b_08	Multiple	Multiple	Operational targets	Develop learner analytics solution to inform whole Plan activity and impact	No	2017-18	0	working towards	100%	100%	100%	100%	Target expressed as a percentage of underrepresented student cohort captured by learner analytics. Future targets to be developed relating to impact.
T16b_09	Access	Multiple	Outreach / WP activity (other - please give details in the next column)	Targeted marketing campaigns using ACORN data to assist outreach activity in local disadvantaged communities	No	2017-18	0	100	200	350	500	700	Target expressed as a number of engagements
T16b_10	Progression	Multiple	Other (please give details in Description column)	Employability support - increase number of engagements with target groups	No	2017-18	1235	1333	1400	1500	1620	1750	Target expressed as a number of engagements (appointments plus attendance at events)
T16b_11	Success	Disabled	Student support services	Remain attractive as a university of choice for students with disabilities and consequently increase number of students receiving disability support services	No	2016-17	84	100	120	150	175	200	Number of students actively supported by the University through the use of disability support arrangements and accessing disability support services
T16b_12	Success	Multiple	Student support services	Increase the availability of appointments offered by the University Counselling service.	No	2016-17	43	58	73	88	103	122	Number of students making appointments with the University Counselling service
T16b_13	Success	Multiple	Student support services	Increase on-campus presence of the University Welfare Team, in particular at campuses outside London	No	2016-17	56	100	230	300	375	450	Number of student appointments/contacts with the Welfare Team. Note relatively big increase predicted for 2019/20 due to implementation of this Plan
T16b_14	Progression	Multiple	Other (please give details in Description column)	Placements and internships (for example in law firms) to help students secure employment	No	2017-18	0	0	25	25	25	25	Number of students participating in placements and internships, for example during the summer between Years 2 and 3.