

The University of Law Limited 10039956

Access and participation plan 2024-25 to 2027-28

Contents

Introduction and strategic aim	1
Risks to equality of opportunity.....	2
Objectives.....	6
Intervention strategies and expected outcomes.....	8
Whole provider approach	21
Student consultation.....	25
Evaluation of the plan	27
Provision of information to students	30
Annex A: Assessment of performance.....	31
Annex B: Evidence base and rationale for intervention strategies (further detail).....	44
Annex C: Targets, investment and fees	59

Introduction and strategic aim

The University of Law (ULaw) is a leading provider of legal education and training with a highly distinctive model of applied learning and teaching, which enables us to take our degree programmes and professional education to our students wherever they are based. Our purpose is to educate the next generation of professionals. The core values that define ULaw are professional, student-focused, inclusive, high quality and supportive. These are aligned to our mission, as expressed in our strategic plan ‘...to serve our students and their future employers through pioneering professional education and world-leading teaching...’.

At ULaw we believe that students from all backgrounds should be able to benefit from the life-changing opportunities higher education offers, and that once in higher education they are able to succeed on their chosen path. Ensuring that all our students, including those from underrepresented backgrounds, achieve successful outcomes, which are recognised and valued by employers and enable further study, is crucial for us.

We appreciate the important role that higher education plays in improving social mobility, particularly for the professions that many of our students choose to go into, so it is vital for us that we can support our students from underrepresented backgrounds to achieve successful outcomes and access those professions.

Our overarching strategic aim is to reduce, and eliminate where possible, our gaps in access, success, and progression. It is important for us to achieve this in our own context. Our academic programmes are different from those offered in many universities: more practical, more task-focused, with real-life scenarios to prepare our students for the workplace; and employability is embedded throughout our curriculum.

Our more practical offering is attractive to students from underrepresented groups: 84% of our undergraduate students come from at least one underrepresented group. This differentiating offer, together with the fact that we have six campuses offering undergraduate programmes across the country and a dedicated online campus, means

2024-25 to 2027-28 Access and Participation Plan

we are an attractive option for commuter students. We are also a growing provider, with our full-time undergraduate students growing from 1120 in 2017/18 to 2650 in 2020/21 (extracted from Office for Students: Size and Shape of Provision 2017-2021).

Our strategic aim is to mitigate the risks to equality of opportunity that we have identified through our assessment of performance. We have identified six objectives in response to our biggest indications of risk to support us to achieve this aim. Our nine targets express our objectives in yearly milestones.

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 our access and participation plan (APP) work.

Table 1. Investment table 2024-25 to 2027-28

Area of investment	% of APP spend 2024-25	% of APP spend 2025-26	% of APP spend 2026-27	% of APP spend 2027-28
Access	8%	8%	8%	8%
Success	39%	32%	32%	32%
Progression	13%	13%	13%	13%
Hardship	6%	6%	6%	6%
Research and evaluation	17%	17%	17%	17%
Bursaries	17%	24%	24%	24%

Note: the investment proportions change to show the gradual introduction of our new undergraduate bursary (to be introduced in 2023-24) through new student intakes.

Risks to equality of opportunity

We identified our key risks to equality of opportunity by the following three step process:

1. Identification of our indications of risk in our Assessment of Performance. We analysed our data to identify the largest gaps in performance across student groups and lifecycle stages.
2. Consideration of the Office for Students' (OfS) Equality of Opportunity Risk Register (EORR) which can be accessed here: [Equality of Opportunity Risk Register](#). We considered the applicability of the EORR risks to our context.
3. Staff and student consultation, and review of student voice. We undertook a risk identification process within the University's Widening Participation Committee and its working groups (see Whole Provider Approach section for more information about the structure of the committee). Staff and students from across the University participated, including the Students' Union, our student Diversity and Inclusion Advocates and our student Accessibility and Wellbeing Advisory Panel. Participants were invited to provide their thoughts on the biggest risks to equality of opportunity that they had encountered, and to consider what the University could do to mitigate these risks.

This process identified five risks. The section below details the risks by mapping them to the indications of risks and to the EORR risks that are relevant to these indications of risk.

2024-25 to 2027-28 Access and Participation Plan

Risk 1: Replication of sector-wide inequalities in Higher Education recruitment

Lifecycle stage: Access

Indications of risk:

- Enrolment rates. There are low enrolment rates of ABCS (associations between characteristics of students) Q1 students.
- Student consultation: 11% of respondents agreed that this risk was the most relevant for ULaw.

Relevant EORR risks:

- EORR Risk 1: Knowledge and skills. Low attainment and Key Stages 3&4 may contribute to low enrolment rates of ABCS Q1. Students eligible for FSM (free school meals) are identified nationally as a group with is likely to affect, and nationally 60% of ABCS Q1 students are eligible for FSM.
- EORR Risk 2: Information and guidance. Low quality, or a lack of, information and guidance may contribute to low application and subsequently enrolment rates of ABCS Q1 and care experienced students.
- EORR Risk 3: Perceptions of higher education. Reluctance to apply for certain providers and/or courses may contribute to low application and subsequently enrolment rates of ABCS Q1 and care experienced students.
- EORR Risk 5: Limited choice of course type and delivery mode. We have investigated this and have been unable to establish a clear link with this risk and low enrolment rates of ABCS Q1 students.

Risk 2: Cost pressures

Lifecycle stage: Access, Success, Progression

Indications of risk:

- Enrolment rates. There are low enrolment rates of ABCS Q1 students.
- On-course attainment. There is an attainment gap between IMD (index of multiple deprivation) Q1 and Q5 students, and between students eligible for FSM and those not eligible.
- Completion rates. There are completion gaps between IMD Q1 and Q5 students, and students eligible for FSM and those not eligible.
- Progression rates to employment or further study. There is a progression gap between ABCS Q1 and Q5 students.
- Financial Support Survey results. Strong agreement rates on the importance of financial support to continue studies, and the impact of the amount of support received and students' ability to continue studies.
- Student consultation: 25% of respondents agreed that this risk was the most relevant for ULaw. Also 46.5% of respondents included cost pressures within their top three risks from the EORR, making it the most frequently selected risk.

Relevant EORR risks:

- EORR Risk 10: Cost pressures. Increased cost of living may contribute to low enrolment rates of ABCS Q1 students as students eligible for FSM are identified nationally as a group with is likely to affect, and nationally 60% of ABCS Q1 students are eligible for FSM. It may also contribute to lower completion and attainment rates for students eligible for FSM.

Risk 3: Replication of the inequalities of the professions

Lifecycle stage: Access, Success, Progression

Indications of risk:

- Enrolment rates. There are low enrolment rates of ABCS Q1 students and TUNDRA (tracking representation by area) Q1 students.
- On-course attainment. There are attainment gaps between IMD Q1 and Q5 students, between students eligible for FSM and those not eligible, between Asian and white students, black and white students, and students with a disability reported and those without.
- Completion rates. There are completion gaps between ABCS Q1 and Q5 students, IMD Q1 and Q5 students, students eligible for FSM and those not eligible, black and white students and students with a mental health condition reported and those with no reported disability.

2024-25 to 2027-28 Access and Participation Plan

- Progression rates to employment or further study. There is a progression gap between Asian and white students, and gaps in outcomes for black, mixed and other students. There are also gaps in progression outcome between students with a reported disability and students with no reported disability, and between students with a mental health condition and those with no reported disability.
- 2022 NSS (National Student Survey) results. Larger drop in overall satisfaction from 2021 for Asian, black, and mixed students compared with white. Lower agreement rates to question on feeling part of a community from black, mature and students with a specific learning disability.
- 2022 First Impressions Survey results. Lower agreement rates to question on feeling part of a community for Asian students and students aged 21-25.
- Graduate reflections. Lower agreement to all three reflection questions for Asian and black students compared to white. Lower agreement to two of the questions for students with a reported disability and those without.
- Student consultation: 11% of respondents agreed that this risk was the most relevant for ULaw.

Relevant EORR risks:

- EORR Risk 3: Perceptions of higher education. Reluctance to apply for certain providers and/or courses may contribute to low application and subsequently enrolment rates of ABCS Q1.
- EORR Risk 6: Insufficient academic support. This may contribute to: low continuation, completion and attainment rates; lower agreement rates to survey questions around feeling part of community and reflections on graduate outcomes; and lower progression rates to employment or further study.
- EORR Risk 7: Insufficient personal support. This may contribute to: low continuation, completion and attainment rates; lower agreement rates to survey questions around feeling part of community; and lower progression rates to employment or further study.
- EORR Risk 8: Mental health. This may contribute to: low continuation, completion and attainment rates; lower agreement rates to survey questions around feeling part of community; and lower progression rates to employment or further study.
- EORR Risk 12: Progression from higher education. This may contribute to lower agreement rates to survey questions around reflections on graduate outcomes and lower progression rates to employment or further study.
- EORR Risk 2: Perceptions of higher education. We have investigated but have been unable to establish a clear link with: low enrolment rates of ABCS Q1 students; low on-course attainment, continuation and completion rates; and lower agreement rates to survey questions.

Risk 4: Barriers to student engagement

Lifecycle stage: Access, Success, Progression

Indications of risk:

- Enrolment rates. There are low enrolment rates of ABCS Q1 students.
- On-course attainment. There are attainment gaps between IMD Q1 and Q5 students, between students eligible for FSM and those not eligible, between Asian and white students, black and white students, mature and young students, and students with a reported disability and those without.
- Continuation rates. There is a continuation gap between mature and young students and a continuation gap between ABCS Q1 and all other quintiles.
- Completion rates. There are completion gaps between ABCS Q1 and Q5 students, IMD Q1 and Q5 students, students eligible for FSM and those not eligible, black and white students, mature and young students, and students with a mental health condition reported and those with no reported disability.
- Progression rates to employment or further study. There is a progression gap between Asian and white students, between TUNDRA Q1 and Q5 students and between ABCS Q1 and Q5 students. There are gaps in outcomes for black, mixed and other students. There are also gaps in progression outcome between students with a reported disability and students with no reported disability, and between students with a mental health condition and those with no reported disability.

2024-25 to 2027-28 Access and Participation Plan

- 2022 NSS results. Lower agreement rates to question on feeling part of a community from black, mature and students with a specific learning disability. Lower agreement rates from Asian, black, mixed, other and IMD Q1 students to question on ability to contact staff.
- 2022 First Impressions Survey results. Lower agreement rates to question on feeling part of a community for Asian students and students aged 21-25. Lower agreement rates for black and Asian students to question on course matching expectations.
- 2022 New Joiners Survey results. Verbatim responses around need to improve communication.
- Graduate reflections. Lower agreement to all three reflection questions for Asian and black students compared to white. Lower agreement to two of the questions for students with a reported disability and those without.
- Student consultation: 24% of respondents agreed that this risk was the most relevant for ULaw.

Relevant EORR risks:

- EORR Risk 2: Information and guidance. Low quality, or a lack of, information and guidance may contribute to low application and subsequently enrolment rates of ABCS Q1 and care experienced students.
- EORR Risk 6: Insufficient academic support. This may contribute to: low continuation, completion and attainment rates; lower agreement rates to survey questions around feeling part of community, communication and reflections on graduate outcomes; and lower progression rates to employment or further study.
- EORR Risk 7: Insufficient personal support. This may contribute to: low continuation, completion and attainment rates; lower agreement rates to survey questions around feeling part of community; and lower progression rates to employment or further study.
- EORR Risk 8: Mental health. This may contribute to: low continuation, completion and attainment rates; lower agreement rates to survey questions around feeling part of community; and lower progression rates to employment or further study.
- EORR Risk 12: Progression from higher education. This may contribute to lower agreement rates to survey questions around reflections on graduate outcomes and lower progression rates to employment or further study.

Risk 5: Mental health

Lifecycle stage: Success, Progression

Indications of risk:

- Continuation. Students with a mental health condition only have lower continuation rates compared to students with no reported disability.
- Completion rates. Students with a mental health condition only have a lower completion rate compared to students with no reported disability.
- Attainment. Students with a mental health condition only have lower attainment rates compared to students with no reported disability.
- Progression rates to employment or further study. Students with a mental health condition only have a lower progression rate compared to students with no reported disability.
- 2021/22 Student Support Services End of Year Report. Significant increase (238%) in number of mental health interventions for all students (undergraduate/postgraduate) from 2020-21 to 2021-22 (University population increase of 12.1%). 43% increase in number of counselling appointments attended.
- Student consultation: 259 of respondents agreed that this risk was the most relevant for ULaw. Also, 37.7% of respondents selected mental health as one of their top three risks from the EORR.

Relevant EORR risks:

- EORR Risk 8: Mental health. This may contribute to: low completion and attainment rates; lower agreement rates to survey questions around feeling part of community; and lower progression rates to employment or further study. It may also contribute to increasing and/or high proportions of students accessing wellbeing services.

2024-25 to 2027-28 Access and Participation Plan

For further evidence behind these risks and an explanation of the metrics used, please see [Annex A: Assessment of Performance](#) and [Annex B: Evidence base and rationale for intervention strategies \(further detail\)](#).

In addition to the EORR risks mentioned above in relation to our ULaw risks, we also identified EORR Risk 9: Ongoing impacts of coronavirus as likely to contribute to our indications of risk but is difficult to separate out this risk from the other risks identified. For this reason, we are not classifying it a separate risk but will be mindful of it in all the work that we do. We did not identify EORR Risk 4: Application success rates as a risk relevant to ULaw as we are not a highly selective provider. We did not identify EORR Risk 11: Capacity issues as a risk relevant to ULaw as we do not provide university accommodation and most of our students commute from home. We are however aware of the importance in supporting our students to secure suitable private housing if relevant.

ULaw also has a wider institutional risk register, and in this register differential outcomes and awarding gaps for underrepresented groups is identified as a key risk. Our institutional risk register includes other risks which are not covered here but could have a wider impact on equality of opportunity.

Objectives

Using our assessment of performance, consideration of the EORR and staff/student consultation, ULaw has identified six objectives. These objectives are based on our indication of risks identified within our assessment of performance. We have also linked these to our key risks of equality of opportunity and those within the EORR that are most relevant for ULaw.

Table 2. Objective, target, ULaw risk and EORR risk matrix

Objective	Target	ULaw Risks	EORR Risks
O1. Reduce the enrolment gap between ABCS Q1 and Q5 students to 25pp by 2027-28.	PTA_1: To reduce the enrolment gap between ABCS Q1 and Q5 students to 25pp by 2027-28.	1. Sector-wide inequalities in higher education 3. Replication of the inequalities of the professions 4. Barriers to student engagement	1. Knowledge and skills 2. Information and guidance 3. Perception of higher education 5. Limited choice of course type and delivery model 9. Ongoing impact of coronavirus
O2. Increase the completion rate of mature students to 87.3% and reduce the attainment gap between mature and young students to 2.7pp by 2027-28.	PTS_1: To increase the completion rate of mature students to 87.3% by 2027-28. PTS_2: To reduce the attainment gap between mature and young students to 2.7pp by 2027-28.	2. Cost pressures 4. Barriers to student engagement	2. Information and guidance 5. Limited choice of course type and delivery model 6. Insufficient academic support 7. Insufficient personal support 10. Cost pressures
O3. Increase the completion rate of black students to 87.5% and reduce the attainment gap between black and white students to 13.1pp by 2027-28.	PTS_3: To increase the completion rate of black students to 87.5% by 2027-28. PTS_4: To reduce the attainment gap between black and white students to 13.1pp by 2027-28.	3. Replication of the inequalities of the professions 4. Barriers to student engagement	6. Insufficient academic support 7. Insufficient personal support
O4. Reduce the attainment gap between Asian and white students to 5.5pp and increase the progression rate of Asian students to 80% by 2027-28.	PTS_5: To reduce the attainment gap between Asian and white students to 5.5pp by 2027-28. PTP_1: To increase the progression rate of Asian students to 80% by 2027-28.	3. Replication of the inequalities of the professions 4. Barriers to student engagement	6. Insufficient academic support 7. Insufficient personal support 12. Progression from higher education

2024-25 to 2027-28 Access and Participation Plan

O5. Reduce the attainment gap between IMD Q1 and Q5 students to 6.3pp by 2027-28.	PTS_6: To reduce the attainment gap between IMD Q1 and Q5 students to 6.3pp by 2027-28.	2. Cost pressures 3. Replication of the inequalities of the professions 4. Barriers to student engagement	6. Insufficient academic support 7. Insufficient personal support 10. Cost pressures
O6. Reduce the attainment gap between students with a reported disability and those without a reported disability to 2.0pp by 2027-28.	PTS_7: To reduce the attainment gap between students with a reported disability and students without a reported disability to 2.0pp by 2027-28.	2. Cost pressures 3. Replication of the inequalities of the professions 4. Barriers to student engagement 5. Mental health	6. Insufficient academic support 7. Insufficient personal support 8. Mental health 9. Ongoing impact of coronavirus 12. Progression from higher education

The table above shows how our ULaw and the EORR risks link to multiple objectives. For instance, ULaw Risk 4 links to all six of our objectives, and EORR risk 7 links to objectives 2,3,4,5 and 6. It also shows that all 10 of the EORR risks that are relevant for the University link to at least one of our objectives.

Our targets express our objectives in yearly milestones and can be seen in [Annex C: Targets, investment and fees](#).

We have restricted our objectives (and targets) to the areas where we have the largest gaps (and for which data is available publicly) to enable us to prioritise our work. For the gaps which aren't covered by our objectives and targets, we are committing ourselves to monitoring these trends and will react accordingly should the gaps increase or if additional years of data increase certainty of the existence of a gap.

- We have not included an objective and targets around attainment raising, due to the difficulty and lag in tracking this and the difficulty in attributing causality to our activities.
- We have expressed our objective for access in terms of enrolment to ULaw, but as detailed in our Intervention Strategy 1, we are also carrying out outreach work to support wider access into higher education at other providers.
- We have chosen to include an objective and targets around ABCS to cover some key underrepresented groups such as GRTSB (Gypsy, Roma, Traveller, Showman and Boater) students and white males who are eligible for free school meals. We also aim to increase the access of other key groups of students least likely to enter higher education like care-experienced students and estranged students but are not including an objective and targets around this due to the difficulties of using self-reported data.
- We have not included an objective and targets around TUNDRA Q1 access because the gap is roughly in line with the sector, and by addressing our ABCS Q1 gap we also hope to increase our TUNDRA Q1 enrolment rates.
- We have not included an objective and targets around continuation of mature students as we have an objective and targets around completion and will monitor continuation as an interim measure.
- We have not included an objective and targets around ABCS Q1 continuation due to the volatility of the data.
- We have not included an objective and targets around continuation of students with a mental health condition due to small numbers, volatility of data and our intention to have objectives and targets using publicly available data.
- We have not included an objective and targets around ABCS Q1 completion due to limited data and wide confidence intervals in our data.
- We have not included an objective and targets around IMD Q1 completion due to wide confidence intervals in our data.
- We have not included an objective and targets around completion for students eligible for FSM due to wide confidence intervals in our data and a positive trend.

2024-25 to 2027-28 Access and Participation Plan

- We have not included an objective and targets around completion for students with a mental health condition due to small numbers, volatility of data and our intention to have objectives and targets using publicly available data.
- We have not included an objective and targets for attainment of students eligible for FSM because of the difficulties in accessing verified individual free school meal data. We already have an objective and targets focusing on attainment relating to socio-economic status using IMD.
- We have not included an objective and targets around attainment for students with a mental health condition due to small numbers, volatility of data and our intention to have objectives and targets using publicly available data. We have included an objective and targets around disabled student attainment.
- We have not included an objective and targets around TUNDRA Q1 progression, ABCS Q1 progression, Black, Mixed other progression because of small numbers in the target cohorts
- We have not included an objective and targets for progression of students with a reported disability due to the volatility of our progression data and the inability to make a meaningful target estimate.

Although our objectives use a mix of individual measures and area-based measures, it is important to note that when delivering activities, we will target these using individual measures where possible, but area-based measures where not appropriate/possible. For financial support we will always use individual measures.

Intervention strategies and expected outcomes

We have chosen to develop our intervention strategies against our risks rather than our objectives. We decided on this approach for three reasons:

- 1) Many of our objectives are very closely interlinked and the activities we will put in place to achieve those objectives are similar. Having an intervention strategy for each objective would be repetitious. For example, the activities to address our awarding gaps for black students and Asian students are the same.
- 2) Many of our students fall into multiple student groups. For instance, 44.7% of our IMD Q1 students are Asian. Having a single objective-based approach to our intervention strategies could mean that we neglect some of these students or only focus on one aspect of their experience. By adopting a risk-based approach we can address challenges and barriers for multiple student groups, and students who fall into multiple groups, at the same time.
- 3) By addressing our intervention strategies against our risks, we hope to address the issues that are causing our gaps (or indications of risk). In this way our intervention strategies are our key risk mitigations.

We have developed four intervention strategies to address our six objectives, which are each linked to one of the risks we have identified. We have not directly addressed Risk 5: Mental Health in our intervention strategies as this is covered within our [Whole provider approach section](#) through our work with the University Mental Health Charter. Our intervention strategies also intended to address the relevant EORR risks to our ULaw risks.

Table 3. Intervention Strategy, risk, objective, lifecycle matrix

Intervention Strategy	ULaw Risk	Objective	Lifecycle stage
1.	1. Replication of sector-wide inequalities in Higher Education recruitment	O1. Reduce the enrolment gap between ABCS Q1 and Q5 students to 25pp by 2027-28.	Access
2	2. Cost pressures	O1. Reduce the enrolment gap between ABCS Q1 and Q5 students to 25pp by 2027-28. O2. Increase the completion rate of mature students to 87.3% and reduce the attainment gap between mature and young students to 2.7pp by 2027-28. O5. Reduce the attainment gap between IMD Q1 and Q5 students to 6.3pp by 2027-28.	Access, Success, Progression

2024-25 to 2027-28 Access and Participation Plan

3	3. Replication of inequalities of the professions	<p>O1. Reduce the enrolment gap between ABCS Q1 and Q5 students to 25pp by 2027-28.</p> <p>O3. Increase the completion rate of black students to 87.5% and reduce the attainment gap between black and white students to 13.1pp by 2027-28.</p> <p>O4. Reduce the attainment gap between Asian and white students to 5.5pp and increase the progression rate of Asian students to 80% by 2027-28.</p> <p>O5. Reduce the attainment gap between IMD Q1 and Q5 students to 6.3pp by 2027-28.</p> <p>O6. Reduce the attainment gap between students with a reported disability and those without a reported disability to 2.0pp by 2027-28.</p>	Access, Success, Progression
4	4. Barriers to student engagement	<p>O2. Increase the completion rate of mature students to 87.3% and reduce the attainment gap between mature and young students to 2.7pp by 2027-28.</p> <p>O3. Increase the completion rate of black students to 87.5% and reduce the attainment gap between black and white students to 13.1pp by 2027-28.</p> <p>O4. Reduce the attainment gap between Asian and white students to 5.5pp and increase the progression rate of Asian students to 80% by 2027-28.</p> <p>O5. Reduce the attainment gap between IMD Q1 and Q5 students to 6.3pp by 2027-28.</p> <p>O6. Reduce the attainment gap between students with a reported disability and those without a reported disability to 2.0pp by 2027-28.</p>	Access, Success, Progression

Intervention Strategy 1: Replication of Sector-Wide Inequalities in Higher Education Recruitment

This intervention strategy is intended to mitigate the risk that, as an institution, The ULaw is replicating the inequalities of the Higher Education sector in low enrolment rates of students least likely to enter Higher Education. By delivering this strategy we hope to contribute to our objective to increase the enrolment rates of students least likely to enter higher education at ULaw, but also more generally entering Higher Education at other providers. One of the activities within this intervention strategy is specifically related to enrolment at ULaw (activity 2: contextual admissions) but the rest are designed to increase engagement with Higher Education at any provider.

Within this intervention strategy we have addressed the EORR Risk 1 'Knowledge and Skills.' We are delivering a pilot programme to a targeted group of pupils in year 10 designed to improve their study skills, with a focus on critical thinking, essay writing, and metacognitive strategies. The programme aims to improve students' attitudes and approaches to learning, thereby equipping them to get better grades. In their study and soft skills support (pre-entry) evidence toolkit, TASO (The Centre for Transforming Access and Student Outcomes in Higher Education) advise that there is emerging evidence that these learning strategies can significantly contribute to attainment. This programme therefore aims to improve participant GCSE grade outcomes, as the students identified by their teachers have potential, but would benefit from skill development in these areas. This pilot programme was designed collaboratively with the partner school, with individual sessions designed and delivered by our tutors, which complement the school's curriculum. University students also attend these sessions to support the group and to be relatable role models. The programme will continue into the pupil's year 11 study, and we aim to expand this provision virtually to support pupils at other schools.

Our objective of increasing access of students least likely to enter Higher Education is driving our focus to work with the least represented groups. We will be targeting these groups through our increased collaboration with third party organisations such as UniConnect partnerships and through increased awareness and support to these groups, for instance by signing up to the Gypsy, Roma, Traveller, Showman and Boater (GRTSB) pledge.

2024-25 to 2027-28 Access and Participation Plan

Intervention Strategy 1: Replication of Sector-Wide Inequalities in Higher Education Recruitment

Objective 1: Reduce the enrolment gap between ABCS Q1 and Q5 students to 25pp by 2027-28.

Targets: PTA_1

ULaw Risk 1: Replication of the inequalities in the Higher Education sector

Also ULaw Risks 3, 4, and EORR Risks 1, 2, 3, 5, 10

Activity	Inputs	Outcome Indicators	Cross Intervention
<p>1) 'Power and Change' attainment-raising programme for year 10 and 11 cohorts: The programme involves the delivery of multiple skills-based sessions in each year by tutors with accompanying students. Sessions are designed around the GCSE English and Business curriculum. The current pilot programme will be expanded to key schools proximate to our undergraduate campuses.</p>	<p>Tutor time for creation and delivery of activities in school.</p> <p>Senior Access Manager time for organisation.</p> <p>D&I Advocates and Student Ambassadors salaries for delivery of activities in school.</p> <p>Domestic Student Recruitment (DSR) team time for promotion of activities.</p>	<p>Knowledge and skills increase demonstrated in post intervention evaluation when compared to pre intervention levels to aid key stage 4 attainment (TASO academic self-efficacy and study strategies validated scales).</p> <p>Increased intention to attend university in the future and confidence in their academic achievement to enrol and do well at university (TASO university expectation and knowledge and prospective sense of belonging scales) [intermediate]. Increased higher education participation levels vs matched cohort, tracked via HEAT (Higher Education Access Tracker) database [longitudinal].</p> <p>Improved GCSE attainment for programme participants, particularly in Business and English Language vs. school's non-participant cohort.</p>	n/a
<p>2) Online outreach provision for prospective students: a) re-launch of How to Become a Lawyer - Massive online open course (MOOC) b) conversion of 'Power and Change' attainment-raising programme into a MOOC</p>	<p>FutureLearn costs.</p> <p>Senior Access Manager time for creation and promotion of MOOCs.</p> <p>DSR team time for promotion of MOOCs.</p>	<p>Prospective students will have a greater understanding of the requirements of a legal career including exposure to the required knowledge and skills. This will help with self-selection, dispel myths, and provide expectations of study (self-reported via post MOOC-survey)</p> <p>Participants report: An increased capacity to make informed decisions about HE Increased knowledge of course choice available at HE Increased knowledge of attainment needed to enter HE Increased knowledge of academic life at HEIs</p> <p>n.b. Due to the limitations of the MOOC platform, access to participant data is not possible, so we will be unable to track via HEAT. However, this provision will be promoted to students in our targeted widening participation (WP) schools to encourage participation by students from underrepresented groups.</p>	n/a

2024-25 to 2027-28 Access and Participation Plan

<p>3) Contextual admissions for care-experienced and estranged students:</p> <p>a) improved promotion of policy to students and their advisors, to include the accompanying support package.</p> <p>b) training of programme consultants on supporting care-experienced students through the application process.</p>	<p>DSR team time for promotion of contextual admissions.</p> <p>Senior Access Manager time for creation and delivery of training sessions.</p>	<p>Increased application, offer and enrolment rates of care-experienced and estranged students at the University.</p> <p>Qualitative data reporting that care-experienced and estranged students:</p> <ul style="list-style-type: none"> - discover academic, economic and social benefits of higher education and understand career opportunities for graduates - have increased awareness of support measures, such as contextual offers (as a result of ULaw information) - have increased confidence in their potential to progress onto and succeed at university - feel an increased sense of belonging at ULaw 	<p>MHC1, IS2, IS4</p>
<p>4) Platform to capture, promote and support (via a community of practice) ULaw staff, students, and alumni to volunteer in roles to support school pupils or school attainment including:</p> <p>a) being a school governor.</p> <p>b) external mentoring.</p>	<p>Senior Access Manager time for collation of information and establishment of networks.</p>	<p>A thriving community of practice with active engagement. Members will be more informed about what matters to schools, organisations and the individuals within them.</p> <p>Organisations will also benefit from the expertise of our staff, students, and alumni. Schools will have stronger and better skilled governing bodies to support school improvement.</p>	<p>n/a</p>
<p>5) Expansion of engagement with third parties, particularly events for the most underrepresented groups and pre-16 audiences, to include:</p> <p>a) UniConnect partnerships proximate to our undergraduate campuses.</p> <p>b) National Network for the Education of Care Leavers (NNECL).</p> <p>c) Gypsy, Roma, Traveller, Showman and Boater pledge.</p> <p>d) Boys Impact Coalition.</p>	<p>Senior Access Manager time for establishment of third-party contacts and promotion of awareness of initiatives.</p> <p>DSR Team time in delivery of partnership activities.</p>	<p>Working in collaboration will enable us to connect with harder to reach the most underrepresented groups across the UK. These opportunities should increase the confidence and knowledge of the groups we are working with, and in turn increase enrolments.</p> <p>When working collaboratively, the lead institution, which will primarily be the UniConnect partner, will collate participant data and lead on evaluation measures. Our own assessment of impact will develop as the partnerships and any events come to fruition. Student enrolment can be tracked via our HEAT membership.</p>	<p>MHC1</p>

Total cost of intervention: £274,000 for the 4 years of the plan

Evidence-base and rationale: This intervention strategy has been developed to cover the access of students least likely to enter higher education. Aiming to overcome potential gaps in knowledge, skills, information and guidance, success rates of applications, and to foster an alternative perception of higher education.

The activities outlined within this intervention strategy, such as our attainment raising programme and MOOC provision, will be targeted at individuals who are more likely to fall within ABCS Q1, or schools where a large number of learners would fall within ABCS Q1. To develop our ABCS targeting framework we reviewed HEAT data for schools and colleges that geographically fall into our undergraduate student recruitment campus remits. The percentage of students for each of the following categories make up this ABCS targeting framework: FSM eligibility, TUNDRA Q1, IMD Q 1 and Q2, and IDACI (income deprivation affecting

2024-25 to 2027-28 Access and Participation Plan

children index) Q 1 and Q2. We have chosen these measures as the breakdown of our internal ABCS 1 cohort (see [Annex A: Assessment of Performance](#)) and the national ABCS dashboard show these measures to be the most useful in identifying schools with higher proportions of target ABCS 1 students. We have accordingly implemented a points system to identify and prioritise schools. Also included for additional context, although not scored, is data on how many students in the school or college are previously looked after, are service children or are classified as Gypsy/Roma origin or of Irish traveller ethnic origin (all groups which are likely to fall into ABCS Q1).

The intervention activities have been developed in collaboration with staff through our Widening Participation Committee and sub-groups, specifically our access working group and in partnership with our DSR team.

The evidence we have used to inform this approach comes from internal insight (our 'First Impressions' survey), research commissioned by the University from YouthSight, evidence provided by the OfS, guidance from partner bodies such as NNECL and broader research that can be found in [Annex B](#). Our attainment-raising programme has been informed by evidence including TASO's intermediate outcomes for access and success and Causeway Education's raising attainment toolkit.

Evaluation: We will be evaluating the 'Power and Change' attainment-raising programme in line with the OfS standards of evidence type 2. This is detailed further in the [Institutional monitoring and evaluation plan](#) section of this plan. We will publish this evaluation alongside other WP evaluation reports on the ULaw website.

We will seek to embed a post-survey within the MOOC(s) (Activity 2) to help capture outcomes for participants. For activity 3, Contextual admissions for care experienced and estranged students, we hope to undertake at least one case study to understand the impact of contextual admissions and the supplementary support on students. This does, however, rely on student willingness to participate and share their experiences.

We are keen to engage in collaborative evaluation opportunities as we work together with third parties, such as UniConnect partnerships. It is envisaged that evaluation plans will develop alongside the progression of these relationships and sharing of evaluation expertise.

Intervention Strategy 2: Cost Pressures

This intervention strategy is intended to mitigate the risk that increased cost pressures may affect a student's ability to complete their course or obtain a good grade, and to progress into professional employment. This strategy thereby directly addresses EORR Risk 10. The three main factors that the OfS has identified in explaining this risk are particularly relevant to our students:

- some students are undertaking more paid work than is feasible alongside full-time study
- students are experiencing poorer mental health because of financial concerns
- students are having to support families

Most of our students are commuter students and undertake paid work alongside their studies or have family commitments.

By delivering this strategy we hope to contribute to objectives 1, 2, 5 and 6, but we also believe that it will contribute to objectives 3 and 4 as many of our Asian and black students are also from low household income backgrounds or have family commitments. For instance, 60.1% of our Asian and 63.4% of our black students are from an IMD Q1 or Q2 area, compared with 35.3% of our white students.

The activities we have identified aim to alleviate, where possible, financial pressures across the student lifecycle through either direct support or better information, advice and guidance. There is an intentional crossover of many of the activities in this intervention strategy with our Mental Health Charter work, to address the key factor identified by the OfS that students are experiencing poorer mental health because of financial concerns.

2024-25 to 2027-28 Access and Participation Plan

Intervention Strategy 2: Cost Pressures

Objective 2: Increase the completion rate of mature students to 87.3% and reduce the attainment gap between mature and young students to 2.7pp by 2027-28.

Objective 5: Reduce the attainment gap between IMD Q1 and Q5 students to 6.3pp by 2027-28.

and **Objective 1:** Reduce the enrolment gap between ABCS Q1 and Q5 students to 25pp by 2027-28.

Targets: PTA_1, PTS_1, PTS_2, PTS_6

ULaw Risk 2: Cost Pressures (EORR Risk 10)

Also ULaw Risks 1, 3, 4, 5 and EORR Risks 1, 2, 3, 6, 7, 12.

Activity	Inputs	Outcome Indicators	Cross Intervention
<p>1) Pre-entry activity:</p> <p>a) Information, Advice and Guidance (IAG) around cost of living and financial support available.</p> <p>b) financial support for open day attendance.</p> <p>c) clearer provision on website around time commitment required for study.</p>	<p>Senior Access Manager time for delivery of IAG and website improvements.</p> <p>DSR Team time for delivery of IAG.</p> <p>Open day attendance fund.</p>	<p>Number of people accessing open day financial support.</p> <p>Students report that "I received all the information I needed before I arrived at The University of Law" in the First Impressions Survey.</p>	IS4 (Activity 2), MHC1
2) Financial Support: The University of Law Undergraduate Bursary	<p>Bursary spend detailed not included in strategy cost.</p> <p>Cost of Student Finance England (SFE) module for verification.</p> <p>Costs of payment platform.</p>	The Undergraduate Bursary will be evaluated using the OfS Financial Support Evaluation Toolkit. This is further outlined in the Institutional monitoring and evaluation plan . This evaluation will be published alongside other Widening Participation (WP) evaluation reports on the ULaw website.	MHC1
<p>3) Financial IAG:</p> <p>a) financial advice platform.</p> <p>b) time management guidance through Study Skills team.</p>	<p>Cost of financial advice platform.</p> <p>Study Skills staff time.</p>	<p>Number of students using financial advice platform.</p> <p>Number of students accessing Study Skills support.</p> <p>Students report that they have found financial advice and Study Skills advice useful (Study Skills 1-2-1 appointment feedback form and webinar feedback form).</p>	MHC1, MCH4
4) Extra-curricular support: Students' Union's extra-curricular bursary	<p>Students' Union staff time.</p> <p>Bursary costs.</p>	Through the Financial Support Survey, students report how receiving financial support has helped them (such as to feel part of the university community).	MCH1, MHC11

2024-25 to 2027-28 Access and Participation Plan

<p>5) Employability support: a) Volunteer Project.</p> <p>b) Opportunities Fund.</p>	<p>Employability staff time.</p> <p>Widening Participation Assistant time.</p> <p>Volunteer programme and opportunities fund costs.</p>	<p>Through the Financial Support Survey, students report how receiving financial support has helped them (such as to participate in activities that enhanced employment prospects).</p> <p>In addition to benefits of financial support, pre/post self-assessment measuring skills such as organisation and time management, teamwork, communication etc.</p>	<p>MHC3</p>
--	---	---	-------------

Total cost of the intervention: £606,000 for the four years of the plan

Evidence-base and rationale: This intervention strategy is intended to mitigate the risk that increased cost pressures may affect a student's ability to complete their course or obtain a good grade, and to progress into professional employment. It aims to better inform and support current students with the cost of higher education, through direct support, indirect support, and financial advice.

- Eligibility for the direct financial support is aligned with our target groups and differs from our general hardship support which is available to all students.
- The University of Law Undergraduate Bursary is automatically awarded to students with a household income assessed by their national Student Finance service as zero (for full eligibility, see the [Scholarships and Bursaries](#) section of our website). IMD Q1 students are likely to fall within this target group, as are mature students as they are considered as independent by Student Finance. From the information available in the Student Loan Company's Bursary Administration Service for the University for the past two years (2021/22 and 2022/23) and early indicators of numbers for 2023/24, we can predict that between 10% and 14% of the undergraduate student population who have had their household income assessed by their national Student Finance service (and have given consent for their household income to be shared with the University) would be eligible for the bursary.
- The Students' Union's extra-curricular bursary for awards of up to £100 uses a priority approach for eligibility as the bursary pot is limited. Applications are reviewed on the evidence provided and then the following criteria are applied in priority order to award the bursary: students with a household income below £25,000; care experienced students/estranged students/refugees; students who care for a disabled family member; students with a disability; mature students and students from ethnic minority backgrounds. IMD Q1 students are likely to fall within the top priority group, and mature students are also considered a priority group.
- Our employability support (Volunteer Project and Opportunities Fund) is available to students with a household income below £42,875. IMD Q1 students are likely to fall within this target group, as are mature students as they are considered as independent by Student Finance. The Volunteer Project aims to develop employability skills and employment prospects through volunteering, and as part of this project eligible students can receive a bursary of up to £500 to offset some of the financial burden of volunteering. The Opportunities Fund provides up to £200 to cover the cost of employability or employment enhancing activities.

The intervention activities have been developed in collaboration with staff through our Widening Participation Committee and sub-groups, specifically our success working group and in partnership with the Students' Union and the Employability Service.

The evidence we have used to inform this approach comes from internal insight and data (for instance our 'Financial Support', 'End of Course' and 'New Joiners' surveys, and internal reports on student support and analysis of withdrawals), research commissioned from YouthSight, and evidence provided by the OfS. Please see [Annex B](#) for more detail.

Evaluation: Each intervention outlined will be monitored and evaluated (minimum type 1) to measure outcomes against indicators. The Volunteer Project, for example, will have a built in pre/post survey measuring related skills development.

We will be evaluating all ULaw financial support using the OfS's financial support toolkit (statistical, survey and interview tools). This will capture evaluation for activities 2, 4 & 5 in this strategy. Due to small numbers, we will be combining years so that we can use the statistical tool. We will undertake a specific project to evaluate the new Undergraduate Bursary to understand whether intended outcomes are being met. This will be a type 2 evaluation, in relation to the OfS standards of evidence, and further details are outlined in the evaluation section of this plan. We will publish our Undergraduate Bursary evaluation alongside our other WP evaluation on a designated area on the ULaw website.

2024-25 to 2027-28 Access and Participation Plan

Intervention Strategy 3: Replication of the Inequalities of the Professions

This intervention strategy is intended to mitigate the risk that as an institution ULaw is replicating the inequalities of the professions. Most of our undergraduate students join the University with the intention to enter the legal profession, policing or business. These professions themselves struggle with equality of opportunity: see [Annex B](#) for evidence behind this strategy.

Through our risk analysis we identified three main areas where the inequalities of the professions are most strongly manifested: within our curricula, within the opportunities we provide outside of our curricula, and in the people, or role models, with whom our students come into contact. The intervention strategy covers the whole student lifecycle. It begins in the access stage looking to change perceptions around the professions and thereby the University as a professional education provider. In the success area, it aims to ensure that our curriculum enables students to critically question the inequalities of the professions. Finally, in the progression stage it endeavours to give them the skills and confidence to become changemakers within the professions.

Within this intervention strategy we have addressed the EORR Risks 3 and 12, and to an extent 6 and 7. It is also important to note that activities 5 and 6 of this strategy are key to Intervention Strategy 4. These activities aim to reduce the barrier that students do not feel comfortable in engaging with their course or support services. By increasing the diversity of our staff and training them on the lived experience of our students we hope we will reduce this barrier and increase engagement.

Intervention Strategy 3: Replication of the Inequalities of the Professions

Objective 3: Increase the completion rate of black students to 87.5% and reduce the attainment gap between black and white students to 13.1pp by 2027-28.

Objective 4: Reduce the attainment gap between Asian and white students to 5.5pp and increase the progression rate of Asian students to 80% by 2027-28.

Objective 5: Reduce the attainment gap between IMD Q1 and Q5 students to 6.3pp by 2027-28.

Objective 6: Reduce the attainment gap between students with a reported disability and those without a reported disability to 2.0pp by 2027-28.

and **Objective 1:** Reduce the enrolment gap between ABCS Q1 and Q5 students to 25pp by 2027-28

Targets: PTA_1, PTS_3, PTS_4, PTS_5, PTS_6, PTS_7, PTP_1

ULaw Risk 3: Replication of the inequalities of the professions

Also ULaw Risks 4, 5 and EORR Risks 3, 6, 7, 12.

Activity	Inputs	Outcome Indicators	Cross Intervention
1) Student Diversity and Inclusion (D&I) Advocate Scheme: Delivery of projects relating to race and ethnicity by student advocates. Example projects: 'Stop and Think' curriculum review project, specific campus projects, discussion forums on lived experience, delivery of presentations to peers on relevant topics, organisation of essay competitions and delivery of outreach sessions at target ABCS Q1 schools to explore inequalities and barriers within the legal progression.	Widening Participation and Student Success Manager time. Widening Participation Assistant time. D&I Advocate salaries. Training for advocates.	Projects undertaken by advocates and change initiated because of advice/recommendations provided by group. D&I Advocates report increase in sense of community and skills development (advocates' pre/post survey). Wider student cohort of Asian and black (as well as mixed and other) students report increased sense of belonging at ULaw (in end of course/year survey and NSS).	IS4 MHC2, MHC11, MHC15, MHC16, MHC17

2024-25 to 2027-28 Access and Participation Plan

<p>2) Accessibility Working Group (AWG): Delivery of projects in response to recommendations from the Arriving and Thriving Report and accompanying internal gaps analysis. Example projects: work of student Accessibility and Wellbeing Advisory Panel which provides advice and guidance for Accessibility Working Group from students' lived experience.</p>	<p>AWG staff time. Salaries of students on Accessibility and Wellbeing Advisory Panel. EDI (Equality, Diversity and Inclusion) Administrator time.</p>	<p>Actions taken because of advice provided by panel. Number of recommendations from Arriving and Thriving report and gaps analysis delivered by AWG. Disabled student cohort report increased sense of belonging at the ULaw (in end of course/year survey and NSS).</p>	<p>IS4 All MHC themes</p>
<p>3) Curriculum development work: a) Inclusive Learning Group (ILG). Example projects: staff training and development of resources. b) Monitoring of Inclusive Learning (MOIL) Panel. Key reviews in this period: 2026 LLB Periodic Review. c) D&I Advocate and Widening Participation Champion involvement in curriculum design. Example projects: module reviews and 'Stop and Think' curriculum review project.</p>	<p>ILG and MOIL staff time. D&I Advocates. WP Champion salaries.</p>	<p>Monitoring for inclusivity identified areas of improvement and relevant action taken by programme directors. Inclusivity review undertaken as part of LLB Periodic review and relevant actions taken.</p>	<p>IS4 MHC2, MHC9, MHC10, MCH14, MCH15, MHC16, MHC17, MHC18</p>
<p>4) Academic writing support: a) Academic Language Guide and Course. b) Academic Misconduct Course. c) writing support.</p>	<p>Widening Participation and Student Success Manger time. WP Champion salaries. Skills Academy team time.</p>	<p>Number of students accessing Academic Language Guide and Course, and Academic Misconduct Course. Engagement data of students for Academic Language Course and Academic Misconduct Course: time spent, interaction rates and completion data. Course feedback survey. Number of students engaging with writing support provision and increased confidence in writing reported from case studies.</p>	<p>IS4 MHC2, MHC9 MHC10, MHC14, MHC15, MHC16, MHC17, MHC18</p>
<p>5) Staff training: a) racial literacy training for academic staff. b) culturally responsive services training for support services e.g. library. c) Law, race and colonialism research group. d) disability awareness and inclusion training. e) Training on awareness and inclusion of least represented groups such as care-experienced,</p>	<p>Racial literacy training provider costs. Culturally responsive services training costs. Disability awareness and inclusion training costs. Training on least represented groups costs. Staff time for attendance at training/groups.</p>	<p>Attendance rates at training sessions. Completion rates of training modules for disability awareness and inclusion. Increased confidence in designing and delivering inclusive content (self-reported through surveys and focus groups).</p>	<p>IS4. MHC2, MHC4, MHC8, MHC9, MH11, MH14, MH16, MHC17, MHC18</p>

2024-25 to 2027-28 Access and Participation Plan

estranged and GRTSB students (current and prospective).			
6) Diversity of role models: a) Talent and Diversity Strategy. b) Panels Policy. c) Belong and Succeed Conference for current students and post-16 learners.	People Team time for delivery of strategy. Cost of Belong and Succeed Conference.	Increase in staff recruited from diverse backgrounds. Increase in diversity of panel composition. Increase in student attendance at panel events. The Belong and Succeed Conference (activity 6c) will be evaluated using a pre/post methodology (type 2). This project is further outlined in the Evaluation section of this plan, and this evaluation will be published alongside other WP evaluation reports on the ULaw website.	IS1 and IS4. MHC4, MHC8, MHC9, MHC11, MHC14, MHC15
7) Professional preparation: a) delivery of sessions to current students on professional culture, expectations and implications, for instance drinking culture, navigating formal events, disclosure of disability and mental health. b) development of commercial awareness including through our commercial awareness challenge.	Costs of D&I Advocate involvement. Employability Services time. Costs of commercial awareness challenge.	Student attendance at sessions on professional culture. Student engagement with the commercial awareness challenge. Self-reported increase in commercial awareness (via pre/post challenge survey).	IS4, IS2 (activity 3), IS1 (activity 2a) MHC3, MHC4, MHC11, MHC14, MH15, MHC16, MHC17
8) Engagement with professions and Professional, Statutory and Regulatory Bodies (PSRBs): a) Race and Ethnicity Alliance. Alliance between D&I Advocates and D&I representatives at key partner firms. b) engagement with PSRBs: Solicitors Regulation Authority (SRA), the Bar Standards Board (BSB), College of Policing, in relation to transition to professional postgraduate programmes.	Costs of D&I Advocate involvement. Widening Participation and Student Success Manage time.	Actions taken by firms as a result of advice provided by group. D&I Advocates will have an increased sense of belonging within their profession and educational provider (self-reported via pre/post survey). Interactions with PSRBs.	IS4, MHC3, MHC14, MHC15, MHC16, MHC17, MHC18

Total cost of intervention: £786,000 for the four years of the plan

Evidence-base and rationale: This intervention strategy has been developed to address the replication of inequalities of the professions in three key areas: within the curriculum, outside the curriculum and role models. The intervention activities have been developed in collaboration with staff through our Widening Participation Committee and sub-working groups, in particular the Success and Awarding Gaps groups, and with students through our engagement with the Students' Union, the D&I Advocates and the Accessibility and Wellbeing Advisory Panel.

The evidence we have used to inform this approach comes from insight (for instance the NSS, the Graduate reflections section of the Graduate Outcomes survey, and our internal 'First Impressions' survey). We have also used the findings of collaborative research projects such as the 'Black, Asian and Minority Ethnic (BAME) Student Survey' delivered by the D&I Advocates and the Culturally Sensitive Curriculum Scales project with NERUPI (the Network for Evaluating and Researching University Participation Interventions). We have also used a wide range of external sources covering areas such a

2024-25 to 2027-28 Access and Participation Plan

decolonisation of the curriculum (specifically in the legal context) and on understanding the particular challenges of inequalities within the professions. Please see [Annex B](#) for more detail.

Evaluation: The D&I Advocates scheme (activity 1) will be evaluated using pre, mid-point and post-surveys to measure the outcomes impacting students as advocates. This type 2 evaluation measures aspects such as sense of belonging and skills development (linked to the NERUPI framework). Activity 7b (Commercial Awareness Challenge) is also accompanied by a pre/post evaluation survey, linked to the NERUPI framework.

Activity 6c, the Belong and Succeed Conference, will also be evaluated using type 2 methodologies (pre/post design and focus groups/interviews) to capture both immediate and longer-term outcomes. Further details are included in the [Evaluation section](#) of this plan.

All remaining activities will utilise narrative evaluation methodologies, as we seek to understand the outcomes relating to institutional change and work with professional bodies and employers.

Intervention Strategy 4: Barriers to Student Engagement

This intervention strategy is intended to mitigate the risk that, within the University, there are barriers preventing our students from engaging with their course and our academic and personal support. This strategy relates to EORR Risks 6 and 7. In addition to addressing insufficient personal and academic support, this intervention strategy hopes to address why students do not access this support where it does exist, for instance when students are not aware of it, or are not comfortable in accessing it. This strategy links closely with Intervention Strategy 3. We hope that by understanding our students better, and changing our systems and processes appropriately, they will be more comfortable and confident in accessing the support we provide and more actively engaged in their course. It is also important to note that activity 1 of this strategy is key to ensuring prospective students have the information they need to make informed choices around their higher education options.

Intervention Strategy 4: Barriers to Student Engagement

Objective 2: Increase the completion rate of mature students to 87.3% and reduce the attainment gap between mature and young students to 2.7pp by 2027-28.

Objective 3: Increase the completion rate of black students to 87.5% and reduce the attainment gap between black and white students to 13.1pp by 2027-28.

Objective 4: Reduce the attainment gap between Asian and white students to 5.5pp and increase the progression rate of Asian students to 80% by 2027-28.

Objective 5: Reduce the attainment gap between IMD Q1 and Q5 students to 6.3pp by 2027-28.

Objective 6: Reduce the attainment gap between students with a reported disability and those without a reported disability to 2.0pp by 2027-28.

and **Objective 1:** Reduce the enrolment gap between ABCS Q1 and Q5 students to 25pp by 2027-28

Targets: PTA_1, PTS_1, PTS_2, PTS_3, PTS_4, PTS_5, PTS_6, PTS_7, PTP_1

ULaw Risk 4: Barriers to student engagement curriculum, outside of the curriculum, and role models
Also ULaw Risks 1, 2, 3, 5 and EORR Risks 2, 3, 6, 7, 8, 9, 10, 12.

Activity	Inputs	Outcome Indicators	Cross Intervention
1) Improvement in the provision of information to students in advance of starting the course to address difference in expectations and reality: a) standardised provision of course requirement information on website. b) provision of information relevant to specific student groups, for instance mature students' guide.	Senior Access Manager time. DSR Team time. Marketing team time.	Student engagement with webpages with content relevant to specific student groups. Student engagement with webpages around course requirements information. Students agree with the statement "I received all the information I needed before I arrived at The University of Law" on the First Impressions survey and "I was aware of the	IS1 MHC1, MHC15, MHC16, MHC17

2024-25 to 2027-28 Access and Participation Plan

		workload requirements before starting my course" on the NSS/End of Course/Year survey.	
<p>2) Improvement of identification of engagement through learner analytics platform:</p> <p>a) refinement of algorithms and review of feed strategy within our learner analytics platform to support our ULaw specific learning model to ensure appropriateness for target groups e.g. mature students on online programmes.</p> <p>b) improve linking of data systems to support academic teams to identify early warning indicators for students, for instance in relation to attendance at assessment, to include the development of understanding around and use of demographic data in identifying at-risk students.</p> <p>c) review and refinement of automated nudge strategy and follow-up interventions based on analysis of the impact of interventions on different target groups.</p>	Staff time of Technology Enhanced Learning Team.	<p>More personal data available on the learner analytics platform by individual, programme, and mode of delivery.</p> <p>Increase in student engagement after receiving an automatic nudge.</p>	All MHC themes
<p>3) Improvement of communication of support available:</p> <p>a) review of and actions taken to improve Student Journey Advisor (SJA) and Academic Coach (AC) systems, including staff training on the role, the systems used and how to tailor support to target student groups (to include targeted questioning).</p> <p>b) review of existing policies and processes, and development of new policies such as Keeping in Touch to improve communication with current students who are not currently in receipt of teaching. Mature students, black students and students with a reported disability are overrepresented in intermitting and dormant student groups.</p>	Staff time.	Increased agreement to 'I have been able to contact staff when I needed to' and 'I have received sufficient advice and guidance in relation to my course' in NSS/End of Year/Course surveys.	All MHC themes
<p>4) Specific disability support:</p> <p>a) transition programme for disabled students into Higher Education.</p> <p>b) attention deficit hyperactivity disorder (ADHD) coaching programme.</p> <p>c) provision of access guides to physical spaces.</p> <p>d) improvements in accessibility of online spaces.</p>	<p>Staff time for delivery of transition programme.</p> <p>ADHD coaching programme spend.</p> <p>Access guide provision.</p>	<p>Students state they feel included as a student who experiences disability at ULaw (DSIS survey).</p> <p>Students state they feel well supported by the Disability and Inclusion Service (DSIS survey).</p> <p>The ADHD coaching programme (activity 4b) will be evaluated using a pre/post methodology (type 2). This is further outlined in the Evaluation section of the plan.</p> <p>Usage stats of access guides.</p> <p>Delivery of recommendations from Arriving at</p>	All MHC themes

2024-25 to 2027-28 Access and Participation Plan

		Thriving report in relation to learning environments.	
5) Implementation of a casework management system for Student Support Services and a review of student choice around how disability information is shared.	Casework management system costs. Student services staff time.	Successful implementation of casework management system.	All MHC themes
Total cost of intervention: £508,000 for the four years of the plan			
<p>Evidence-base and rationale: This intervention strategy has been developed to address barriers that students face in engaging with their course and our academic and personal support. It hopes to tackle why students do not access this support where it does exist, for instance when students are not aware of it, or are not comfortable in accessing it. We hope that by understanding our students better and changing our systems and processes appropriately, they will be more comfortable and confident in accessing the support we provide and more actively engaged in their course.</p> <p>The intervention activities have been developed in collaboration with staff through our Widening Participation Committee and sub-working groups, in particular the Success, Accessibility and Mature Student groups, and with students through our engagement with the Students' Union, the D&I Advocates and the Accessibility and Wellbeing Advisory Panel.</p> <p>The evidence we have used to inform this approach comes from insight (for instance the NSS, the Graduate reflections section of the Graduate Outcomes survey, and our internal 'First Impressions', 'New Joiners' and 'End of Course' surveys). We have also used the evaluation of pilot projects such as our transition programme and ADHD coaching programme. In addition, we have used a wide range of external sources as detailed in Annex B, covering areas such as belonging, learner analytics and disabled student engagement.</p>			
<p>Evaluation: The ADHD coaching programme (activity 4b) will be evaluated using a pre/post methodology (type 2). This is further outlined in the Evaluation section of the plan. This evaluation will be published alongside other WP evaluation reports on the ULaw website.</p> <p>We will seek to evaluate the impact of learner analytics, utilising guidance from TASO and consulting emerging sector evidence.</p> <p>The Disability and Inclusion Service survey, and end of year/course surveys will provide reflective opportunities to measure outcomes relating to provision of information and support.</p>			

Business as Usual

We are aware that there will be other activities that we will need to undertake to achieve our outcomes and associated targets, and this work is part of our business-as-usual approach to access and participation. This business-as-usual work complements these intervention strategies.

Examples of this for Intervention Strategy 1 are:

- Pro Bono opportunities for our students within schools
- School partnerships with targeted WP schools
- D&I Advocates delivering sessions in schools
- The production of guides for mature, care experienced and estranged students
- Brightside mentoring programme
- Supporting our recruitment team with school targeting, campus and geographical data, and WP messaging
- NNECL action plan to improve support for care experienced students

In addition to the activity detailed in Intervention Strategy 2, we offer a wide range of additional financial support to relieve cost pressures for students:

- A Financial Assistance Fund
- DSA Top Up Fund
- Digital Hardship Fund

2024-25 to 2027-28 Access and Participation Plan

- Financial package for care-experienced and estranged students
- Graduation Fund
- Emergency Funding

Our campus-based Widening Participation Champions deliver a range of activities to help with the cost of living at their campuses: breakfast clubs, donated business clothing rails etc. The Students' Union also offers free food pantry products and free period products. The Employability Service promotes external bursaries, scholarships, and diversity schemes, as well as internal ULaw job opportunities.

To support Intervention Strategy 3, we work to reduce harassment and discrimination through better reporting via our Report and Support platform and through our delivery of consent and active bystander training. Through our WP Champions, we support staff to engage with the inequalities of the professions, and they coordinate campus-based peer mentoring and external mentoring opportunities. Our DSR team also consider the inequalities within the professions as part of their IAG provision, and in particular their subject-specific work with prospective students. Within all our work, through the Employability Service or our Business Development team, we consider carefully which Law firms we work or partner with and we ensure we promote professional diversity schemes. We also deliver a range of social events throughout the year celebrating key cultural holidays or EDI events.

A significant amount of our business-as-usual WP work supports our fourth intervention strategy. In our WP working groups and other committees such as the Student Experience Sub-Committee of the Academic Standards and Quality Committee, as well as directly with the Students' Union, we consider how we can best engage our students and remove the barriers that prevent them engaging.

Whole provider approach

The Widening Participation and Access Committee (WP&A) of the Academic Board determines our strategic approach to access and participation and leads our work. It meets every six weeks. The Committee has four working groups which undertake day-to-day implementation of initiatives and activities, tracking against dates and monitoring impact. These working groups are: 1) Access, 2) Success, 3) Progression, 4) Data, Research and Evaluation. Over 50 staff members are formally involved in these working groups, but we ensure that all staff can input via Executive Board sessions at all campuses, a dedicated Microsoft Teams site, a space on the University Intranet and at the University's annual internal Learning & Teaching Conference. We also have a nominated WP Champion at each of our undergraduate campuses, who are members of academic staff with a time allocation for WP work.

We also have additional working groups engaging in the WP and Equality and Diversity space to also cover postgraduate WP and staff EDI in addition to our undergraduate access and participation plan work:

- Awarding gaps working group
- Mature student working group
- Gypsy, Roma, Traveller, Showman and Boater working group
- Accessibility working group
- Inclusive learning working group
- Monitoring of inclusive learning panel
- Equality Diversity and Inclusion Executive

Students are members of the WP&A Committee, and the working groups of that committee play a key role in defining and implementing our strategy. Our formalised student engagement is through our paid student advisor schemes: the D&I Advocates and the Wellbeing and Accessibility Advisory Panel.

The WP&A Committee reports to the Academic Board, which in turn reports to the Academic Standards Committee of the ULaw Board, ensuring engagement of our governing body in our access and participation work. WP work also

2024-25 to 2027-28 Access and Participation Plan

filters into other relevant committees of the Academic Board such as the Academic Standards and Quality Committee (and sub-committees) and the Academic Enhancement Committee.

Whole provider approach to risks to equality of opportunity

We will be addressing the main risks identified by our institutional risk analysis and assessment of performance through our four intervention strategies detailed in the intervention strategy section. We are addressing one of our institutional risks – ULaw Risk 5 ‘Mental health’ (EORR Risk 8) – through a whole provider approach, as well as the EORR Risk 5 ‘Limited choice of course type and delivery model’.

ULaw Risk 5: Mental health (EORR Risk 8)

ULaw signed up to the University Mental Health Charter in October 2022. By signing up to the Charter, the University has pledged a commitment towards creating and sustaining an environment which supports the mental wellbeing of our community. Because we are already working to engage with mental health as a whole provider through the Charter, we have not included a specific intervention around mental health in this plan.

The University Mental Health Charter Framework is a set of evidence-informed principles to support universities to adopt a whole-university approach to mental health and wellbeing. ULaw’s work for the Charter is being delivered through five working streams with an Executive Board co-chair for each of the domains:

Table 4. Mental Health Charter themes

Learn	Support	Work	Live	Enabling Themes
1. Transition into University	4. Support services	8. Staff wellbeing	10. Proactive interventions and a mentally healthy environment	14. Leadership, strategy, and policy
2. Learning, teaching and assessment	5. Risk	9. Staff development	11. Social integration and belonging	15. Student voice and participation
3. Progression	6. External partnerships and pathways		12. Residential accommodation	16. Cohesiveness of support across the provider
	7. Information sharing		13. Physical environment	17. Inclusivity and intersectional mental health
				18. Research, innovation and dissemination

The 18 themes within these five domains link directly in with our APP work and have been cross-referenced in our intervention strategies with the reference MHC#. Each working group is completing an assessment of the University’s progress towards the Charter’s Principles of Good Practice and will make recommendations for improvement using the University Mental Health Charter Student Led Improvement Tool. Once the recommendations have been made, the working groups will move to deliver these recommendations. This may include for example activity around the consistency in inclusion of trigger warnings in learning materials, the provision of information around mental health in the workplace, and provision of additional support during key transitions.

EORR Risk 5: Limited choice of course type and delivery model

ULaw is committed to offering diverse and flexible pathways. We provide a range of alternative provision:

- Online campus, including part-time study options
- Multiple campus locations and CampusSwitch option (ability to switch from one campus to another)

2024-25 to 2027-28 Access and Participation Plan

- Foundation year programmes
- MLaw (Solicitors' Practice) – four year Integrated Master's (which includes the SQE qualifying exam)
- 2-year accelerated LLB Law
- January start date options
- Level 7 Solicitor Apprenticeship (for students with level 3 qualifications)

Our solicitor degree apprenticeship is highly successful and expanding; it started in 2017 with 24 apprentices and we now have over 580 apprentices. In September 2022 we introduced a paralegal apprenticeship route with 24 apprentices currently studying on this Level 3 programme. We have included some Level 4 modules in the paralegal apprenticeship which will allow apprentices to move directly into Year 2 of the solicitor apprenticeship increasing progression opportunities for apprentices who have learning skills gaps. In September 2024 we expect to launch a Level 5 Legal Technologist apprenticeship which will provide progression opportunities for paralegals who do not wish to qualify as a solicitor. We are investigating apprenticeship opportunities across our other programmes such as business and policing.

We are committed to increasing the number of degree apprenticeships available and ensuring that they are genuinely contributing to social mobility by enrolling students from underrepresented backgrounds. Our Business Development team is working to increase the numbers of firms who offer our apprenticeships, and through our Race and Ethnicity Alliance ([Intervention Strategy 3](#)), we are working to ensure access to these apprenticeships for students from underrepresented backgrounds. We also aim to work with the relevant professional, statutory, and regulatory bodies to support this.

We promote our flexible provision through our student recruitment and marketing activities, for instance our Domestic Student Recruitment team delivers specific sessions on legal apprenticeships in schools and at teacher/advisor events. They also attend apprenticeship fairs and careers events. Our partner firms advertise our apprenticeships through their vacancies, as well as through apprenticeship insight events and blogs. We deliver online-specific open days promoting our online programmes. In our work with our local Uniconnect partnerships, we offer sessions on our alternative provision, to complement their existing provision around more traditional courses.

Whole provider challenges

One of our biggest challenges as a provider, and in particular arising from our assessment of performance and risk identification process, is that we are unable to identify the risks that are causing our unequal outcomes, as many of our gaps are unexplained. In addition, we are unable to evidence causality for many of our activities due to the considerable number of factors influencing student behaviours and outcomes. If we are unable to identify the risks causing our unexplained gaps, then we are unable to provide mitigations for them. We are working as a provider to mitigate this. The Academic Monitoring Sub-committee of our Academic Standards and Quality Committee reviews all our continuation, completion, degree outcome and progression data regularly in relation to split indicators to identify any trends and gaps. We are undertaking an investigation into students at risk through our B3 Student Success Steering Group. Our Data, Research and Evaluation group works to approve projects and identify any gaps in activity provision, as well as carrying out research into ULaw and sector-wide inequalities. Key areas which we plan to research further are:

- The appropriateness of adjustments in assessments (46% of our students who report a disability do not go on to have a ULaw Inclusion Plan which means this 46% are relying on the University providing an inclusive environment)
- The effectiveness of different methods of communication with students
- The effectiveness of interventions and automatic nudge communications in our learner analytics platform
- The impact of language in assessment
- Differences in attainment across campuses, focusing on Asian and black students.

2024-25 to 2027-28 Access and Participation Plan

- Collaborative research with student groups to identify further risks and mitigations, for instance with the Students' Union, the D&I Advocates the Wellbeing and Accessibility Advisors and Employability Ambassadors.

We will then act on the recommendations of these findings.

A second challenge we face as a provider is a lack of institutional knowledge, staff resource and staff time in relation to our access and participation work. If staff do not know or understand the challenges our students face, we are unable to make institutional change. We have detailed some aspects of our staff training in Intervention Strategy 3, Activity 4, but our work in raising staff awareness is much broader across the whole institution. We regularly deliver training to staff on our student demographics and who they are. We are working on raising awareness of specific challenges facing certain student groups, for instance why, despite no major differences in cognition, white boys from deprived backgrounds are more likely to have higher anti-school attitudes, underachieve in school and are less likely to progress into higher education. Other key areas of awareness are around disabled students' apprehensiveness in disclosing their disability, and the impact of accentism. We are supporting our staff to discuss these things and raise their awareness through our staff network groups for different areas of lived experience, and a new active ally network to support them. We are carrying out workload modelling to understand the staff resource available for this work.

A third challenge we face is with collaboration. We are both small and specialist in our undergraduate provision. We are also a for-profit provider. We can face challenges with collaboration with the sector for these reasons. To address this challenge, we actively reach out for collaborative opportunities across all aspects of access, success, progression and evaluation. Our Head of Access and Student Success is a convenor of the Access and Participation Plan Special Interest Group within the Forum for Access and Continuing Education (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. Other key organisations we work with are our local Uniconnect partnerships, AccessHE, HELOA (Higher Education Liaison Officers Association), NNECL, NEON (National Education Opportunities Network), GuildHE, NERUPI and TASO.

A final challenge we face as a predominantly postgraduate provider of professional courses, is to ensure that our work around WP and EDI spans both our undergraduate and postgraduate students. We are committed in our EDI Strategy to overall continuation, completion, progression, and degree outcome targets for all our programmes, whether undergraduate or postgraduate. We are also committed to increasing the diversity of our postgraduate students, not least because many of our undergraduate students will progress to study with us for their postgraduate programmes.

Alignment with wider University strategies

The University's Strategy 2022-2027 sets out our vision in four themes: responsible education, expanding education, outstanding education and professional education. Our Access and Participation Plans fit directly into the theme of responsible education: 'we will utilise our resources ethically, efficiently and sustainably, addressing societal issues.' The University's Equality, Diversity and Inclusion (EDI) and Student Support and Success Plan has been developed to support this wider strategy. It is designed to deliver on our commitment to supporting all our students and staff by embracing their diversity of experience to enable them to thrive and fulfil their potential. It aims to do this through a range of prioritised targets and specific objectives. Four key targets are:

- To aim to reduce awarding gaps for all undergraduate and postgraduate programmes to less than 10 percentage points and achieve above benchmark in continuation, completion and progression for all underrepresented groups

2024-25 to 2027-28 Access and Participation Plan

- A 20% increase in black, Asian and minority ethnic academic staff recruited and a 10% increase in staff who declare a disability
- To achieve at least two EDI-related charter awards
- The publication of a staff wellbeing strategy

In addition to the four targets above, the EDI Plan details further objectives around zero tolerance to all forms of harassment, bullying and discrimination; our dignity at work and study commitment; the responsiveness of our Student Support Services; and promoting opportunities to foster a global culture across ULaw. Our Access and Participation Plans fit directly within this EDI plan, particularly in relation to the targets around awarding gaps, continuation, completion and progression. As the plans are part of our wider EDI work, we ensure that we pay due regard to the Equality and Diversity Act when considering our strategy, interventions, and activities.

The University's APP also fits within our Environmental, Social and Governance (ESG) programme as our third project: Student Access and Diversity. The objective of this third project is to 'ensure that students and staff are aware of the University's zero tolerance stance towards any form of discrimination, as well as to promote diversity and inclusion as set out in the Access and Participation Plan.' This project is in place to ensure that existing policies and strategies towards diversity and inclusion at the University are effectively implemented, and to provide all students with a safe and enjoyable space in which to learn.

Student consultation

We have involved students throughout the process of the development of this plan. Student Union representatives have engaged with the development of this plan through the Widening Participation and Access Committee and its working groups. They are also involved in the delivery of our current plan through those groups. We do not think of this as consultation, but rather as collaboration. Many of the activities within our intervention strategies are joint activities with the Students' Union such as the extracurricular bursary and work supporting GRTSB students. In addition much of our business-as-usual work around widening participation and EDI is collaborative, such as involvement in Black History Month and South Asian History Month planning. The Students' Union delivers a range of activities independently to support the University's widening participation work, for example their hugely successful Skills Development programme which runs three times a year. In the February to April 2023 period, 72% of students who took part in the programme identified in one or more widening participation category.

As part of our student consultation on the Access and Participation Plan, questions were added to our End of Year/End of Course surveys, delivered by the University's Insight Team. Students were invited to read the Equality of Opportunity Risk Register and identify the risks they felt were most and least applicable to the University of Law. When asked to choose their top three risks from the EORR, the top three chosen were cost pressures, mental health and information and guidance. The top three rated least important were ongoing impacts coronavirus, knowledge and skills, and limited choice of course type and delivery mode. When asked which of the five ULaw risks they felt were most relevant, the top risk was barriers to student engagement, followed by cost pressures and mental health. For more detailed analysis of the responses see Annex B. Suggestions for risk mitigations reinforced our intervention strategy activities, proposing improved communication, an increase in social events, better awareness-raising and signposting of mental health support, and increased cost of living support and advice.

In addition to the student survey, we consulted with students in focus-group style settings, where participants were invited to review the EORR and ULaw Risks in advance of the discussions and share their thoughts on an accompanying form, which acted as a prompt for discussion. Students who participated were part of the Student Pool, a Diversity and Inclusion Advocate, or a Wellbeing and Accessibility Advisor (participants were a mixture of undergraduate/postgraduate, and home/international). Key concerns arising from the focus groups were:

- Pre-entry there is a lack of knowledge of and access to the legal profession
- Academic support for online students is inadequate

2024-25 to 2027-28 Access and Participation Plan

- Online students are more likely to be without extra-curricular/non-academic support than students at physical campuses
- ULaw's multiple small campus set up may increase the likelihood of student isolation and limit social opportunities, and that lack of access to social activities at the university may be a risk to mental health.
- Due to coronavirus students may be unprepared for higher education and have higher levels of social anxiety and mental health-issues.
- Cost pressures are the most pressing issue for ULaw
- The impact that the competitive nature of law and the multiple stages of training has on progression

Again, these concerns strength the rationale behind the proposed activities within our intervention strategies. We are aware that even though we invited all students to contribute their thoughts through our surveys, many students did not participate in them. Those that chose to participate are more likely to be our already engaged students. We are aware that there are many barriers that our students face with engaging with the University, and we hope that our Intervention Strategy 4 will addresses this to ensure more active student engagement going forward.

Statement from the Students' Union

The Students' Union has chosen not to write an Access & Participation Plan student submission at this time due to our limited capacity as a smaller SU. Secondly, we believe that a separate student submission is not necessary in this case because of the close relationship between the Students' Union and the Widening and Participation team. From the early stages of the submission and throughout, we have been asked for our input and feedback on the providers submission - which has been duly considered and incorporated. Student input has not only come from the sabbatical officers and SU staff but also students themselves through focus groups with WP champions and the student pool. With that in mind, we feel the submission represents and includes the student voice and so there would be little to add with a separate student submission.

We look forward to continuing working closely with the WP team throughout the next steps of implementing the plan and ensuring the student voice continues to be a priority within future projects.

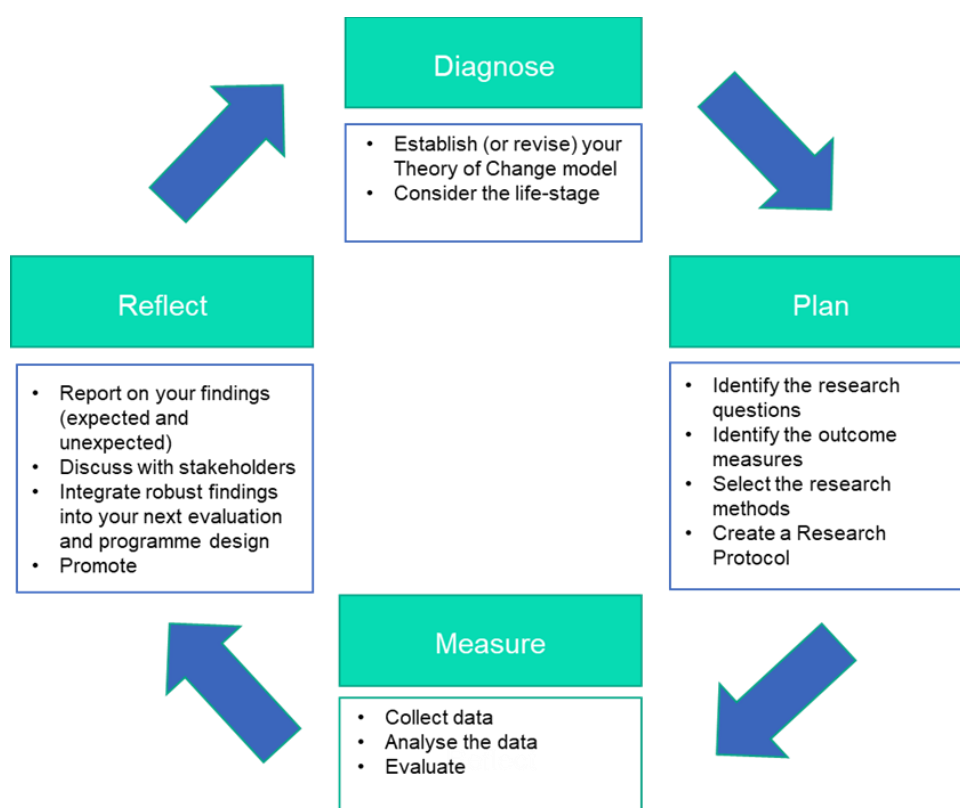
Evaluation of the plan

Monitoring and evaluation processes

Our processes align with the TASO monitoring and evaluation (M&E) framework with four key iterative stages:

1. Diagnose – where a theory of change is developed
2. Plan – where research questions are developed, outcomes measures identified, and appropriate methodologies are selected
3. Measure – the stage where data is collected and analysed
4. Reflect – the reporting stage, where findings are discussed and integrated into future programme development.

Image 1. TASO Monitoring and Evaluation Framework



Following an external consultation and review of our access and participation evaluation framework and practice, and introduction of a dedicated evaluation role, we have recently updated and refined our M&E processes. These have been clearly defined in a process document which outlines how we undertake and manage APP evaluation activity effectively and embed it within the university.

The Data, Research and Evaluation (DRE) working group have responsibility for consideration of all WP projects and recommendations for approval of expenditure. The clear process flow, hosted on the staff intranet (and available to all staff), outlines each step from project inception to final reporting. The WP Project Database contains detailed information on each project, including the theory of change, evaluation methodology and timelines. Staff complete a project proposal form, which auto-populates the WP database and flags the submission to the WP Evaluation Officer, who prepares the documentation for consideration at the next DRE working group meeting.

2024-25 to 2027-28 Access and Participation Plan

Evaluation is embedded within the activity design stage, through the development of a project theory of change. Proposers are required to detail existing evidence alongside their rationale, and to identify intended outcomes for their intervention(s) in their form submission. During proposal consideration at the DRE working group, an evaluation type (1,2,3, according to the OfS standards of evidence) is assigned and, if the proposal is approved, the project owner will work with the WP Evaluation Officer to develop an appropriate evaluation methodology and work through the evaluation planning process. Once the project is complete, the owner is invited back to report their evaluation findings to the DRE group. A presentation template is provided to ensure key elements are included.

We ensure thorough and appropriate data collection is undertaken to enable high-quality evaluation. We have worked closely with the University's legal team and Data Protection Officer (DPO) to develop relevant data sharing agreements and privacy notices for participants. Ethical approval is also obtained through the University's Ethics Committee, where appropriate, for research and evaluation projects. To effectively monitor and evaluate our growing outreach provision, we have subscribed to the Higher Education Access Tracker (HEAT), and the University's Business Intelligence Hub supports with data analysis through the provision of accessible dashboards.

Monitoring and evaluation plan

Monitoring of the progress in relation to the APP is reviewed by the Academic Monitoring Sub-Committee of the Academic Standards and Quality Committee, and annually at the February Academic Board, which undertakes internal academic monitoring. The DRE Working Group monitor activity progress and review evaluation reports.

The table below outlines four key evaluation pieces (one relating to each intervention strategy within this plan), each of which we intend to evaluate using type 2 methodologies. We intend to publish these on the University's website but will explore further options for sharing internally and externally via our networks.

Table 5. Evaluation publication plan

Outcomes being evaluated (including evidence type)	Method	Expected publication timeframe	Expected publication mode
<p>'Belong and Succeed' Conference Intervention strategy 2: Type 2 evaluation (empirical enquiry)</p> <p>This intervention seeks to:</p> <ul style="list-style-type: none"> • Develop students' understanding and awareness of broader career opportunities and support their access to employment. • Assist students to create and develop diverse personal and professional networks. • Enable students to consolidate a varied skill set to enhance future employability and develop the capacity to demonstrate skills to potential employers. • Provide students with relevant role models and showcase diversity within the profession. • Give students additional personal and professional support to develop confidence, self-awareness, and social capital. • Enhance students' motivation and engagement with their studies. 	<p>Pre/post event survey (short-term outcomes).</p> <p>Focus groups/interviews to evaluate longer-term impact.</p> <p>Implementation and process evaluation (IPE), particularly in relation to hosting the conference at different ULaw campuses.</p>	Summer 2025	ULaw Website
<p>ADHD Coaching Programme Intervention Strategy 4: Type 2 evaluation</p> <p>Outcomes measures include:</p> <ul style="list-style-type: none"> • Confidence • Level of concern (around aspects such as managing workload, missing deadlines etc.) • Skills (including organisation and planning, managing distractions etc.) 	Pre/post programme survey.	By Summer 2026	ULaw Website

2024-25 to 2027-28 Access and Participation Plan

<p>‘Power and Change’ Attainment-raising programme. Intervention Strategy 1: Type 2 evaluation (empirical enquiry)</p> <ul style="list-style-type: none"> Academic self-efficacy (TASO validated scale) Study strategies (TASO validated scale) University expectations and knowledge (TASO validated scale) KS4 Attainment 	<p>Small <i>n</i></p> <p>Longitudinal study with annual pre/post participant survey.</p> <p>GCSE attainment analysis – participants vs. school cohort.</p> <p>HEAT tracking.</p>	<p>Intermediate outcome report by Summer 2027</p> <p>(Participants not higher education ready until September 2028 – longitudinal reporting will follow).</p>	<p>ULaw Website</p>
<p>The University of Law Undergraduate Bursary Intervention Strategy 2: Type 2 evaluation (empirical enquiry)</p> <p>A new bursary, £0 household income.</p> <p>To evaluate the relationship between financial support and four specific academic student outcomes:</p> <ul style="list-style-type: none"> retention into second year (continuation) degree completion within five years degree attainment level or grade graduate outcome. 	<p>OfS financial support toolkit (statistical, survey and interview tools). Due to small numbers, we will be combining years so that we can use the statistical tool.</p>	<p>Summer 2028</p>	<p>ULaw Website</p>

In the above table, we have committed to Type 2 evaluations, with quantitative and/or qualitative evidence of a pre/post intervention change, or a difference compared to what might otherwise have happened. It is not currently feasible to have a counterfactual or comparator group, particularly for the ‘Power and Change’ programme and ‘Belong and Succeed’ conference. Small sample size can also be a challenge for a number of our targeted interventions. We will continue to engage with TASO and follow guidance on implementing appropriate evaluation methodologies.

As an institution we are committed to fostering an embedded evaluative culture amongst both academic and business professional colleagues. The WP team undertakes core evaluation work and increases capacity by supporting other staff to undertake high-quality evaluation of WP activity. As a minimum, each evaluation will contain a coherent theory of change and will draw on existing evidence and/or research literature. Our commitment is that all WP project owners will have undertaken theory of change training by then end of year 1 of our plan. We believe through building a strong foundation of type 1 (and some type 2), we will improve the quality of our evaluation by embedding staff training and support to upskill colleagues. We acknowledge that certain outcomes are more straightforward to measure, whereas others, such as those relating to institutional or sector change, are more complex and often difficult to attribute to our interventions. Our intention for these initiatives is, again, to ensure high-quality type 1 evaluation which is grounded in a theory of change. We will continue to learn through our own research, and that in the sector and seek to strengthen evaluation in this area over the duration of this plan.

As outlined above, our M&E processes have recently been reviewed and refined, and evaluation capacity has been increased. We are in the process of reviewing and implementing recommendations from our external review. Once processes have been fully embedded, we plan to re-utilise the OfS evaluation self-assessment tool and refresh our evaluation strategy.

Sector engagement and collaboration

We actively engage with the work of TASO, with WP colleagues as members of their sector network and themed working groups. One of our Student Union Co-Presidents sits on TASO’s Student Mental Health Panel. The TASO

2024-25 to 2027-28 Access and Participation Plan

Evidence Toolkit is consulted when reviewing evidence in activity theory of change development and evaluation guidance resources have been utilised to upskill colleagues and strengthen evaluation at the University.

ULaw is a member of NERUPI and we apply their framework in appropriate activity evaluation. This enables a robust, theoretical, and evidence-based rationale for the design and delivery of interventions and the application of clear aims and objectives to measure impact using a range of indicators. ULaw WP staff sit on several NERUPI working groups including the Access and Participation Plan group, and the Knowledge, Attainment and Pedagogy working group. NERUPI membership provides opportunities for collaborative working across a range of themes. Examples of collaborative work ULaw has undertaken with NERUPI include the Culturally Sensitive Curriculum Scale development and, in 2023, a QAA Collaborative Enhancement pilot project Improving Higher Education Access, Participation and Progression: Peer Evaluation Continuing Professional Development (CPD) & Accreditation.

In addition to TASO & NERUPI engagement, ULaw staff participate in numerous other sector evaluation working groups and collaborative forums. These include the National Education Opportunities Network (NEON), Establishing Evidence and Measuring Impact working group, AccessHE Research, Monitoring & Evaluation Forum, and the Evaluation Collective. We will utilise these networks for dissemination of evaluation and sharing good practice, as well as publishing evaluation reports in a designated repository on the public facing ULaw website.

Provision of information to students

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 in terms of how courses can be paid for in instalments.

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, and information about our new [Undergraduate Bursary](#). Information about our targeted employability financial support including eligibility criteria can be found on our [website](#) and internal employability portal, and the Students' Union's extra-curricular bursary is advertised to students by the Students' Union on their [website](#), as well as through their communications channels during the application window. A summary of the eligibility criteria of this targeted financial support can be found in the 'Evidence-base and rationale' section of [Intervention Strategy 2](#).

Regarding our hardship provision, top level information is provided on the website and detailed information about how to apply for support is provided to students on campus, for example by personal tutors, money and housing advisors, student support services, and via our virtual learning environment. This hardship funding is not allocated by year, but in accordance with assessment of need.

The University publishes its Access and Participation Plan and summaries. We have created a hub on our website that provides information specific to underrepresented groups, including information about the support we provide for them.

2024-25 to 2027-28 Access and Participation Plan

Annex A: Assessment of performance

ULaw has used the following sources of evidence to inform our assessment of our performance, both in relation to our own student population and our role in the national picture:

- The OfS Access and Participation dataset
- Graduate Outcomes data
- Internally generated data

We have reviewed our performance in relation to:

- gaps between underrepresented groups and their peers
- progress over time in the gaps

Please note that this assessment of performance relates only to our full-time first-degree students as we have a small number of part-time students and apprentices, and therefore insufficient data to be able to draw any conclusions. Part-time students and apprentices are nonetheless covered by the approach and interventions detailed in our plan. Please also note that this plan only covers home-fee status undergraduate students.

Definitions

Index of Multiple Deprivation (IMD). IMD is an indicator of socio-economic status. It is a measure of relative deprivation for small areas. It is a combined measure of deprivation based on 37 separate indicators. IMD classifies areas into five quintiles based on their relative level of deprivation: quintile one indicates an area with the highest level of deprivation, quintile five the lowest level of deprivation.

Tracking underrepresentation by area (TUNDRA). TUNDRA is an area-based measure that uses tracking of state-funded mainstream school pupils in England to calculate young participation. TUNDRA classifies local areas across England into five equal groups – or quintiles - based on the proportion of 16-year-old state-funded mainstream school pupils who participate in higher education aged 18 or 19 years. Quintile one shows the lowest rate of participation, quintile five shows the highest rate of participation.

Associations between characteristics of students (ABCS). ABCS is a set of measures that seeks a better understanding of how outcomes vary for groups of students with different sets of characteristics (for example, ethnicity, sex and background). In the Access stage, ABCS uses the following characteristics:

- **Ethnicity:** a detailed description of students' ethnicity.
- **FSM eligibility:** whether or not the student has been eligible to receive free school meals (FSM) in the six years prior to the March census date in their final year of key stage four (year 11).
- **Gender:** collected as either female or male.
- **IDACI:** their 'Income Deprivation Affecting Children Index' quintile. This is a measure of the proportion of children under the age of 16 in low-income households for an area.
- **IMD:** their 'Index of Multiple Deprivation' quintile.
- **TUNDRA:** their 'TUNDRA' quintile.

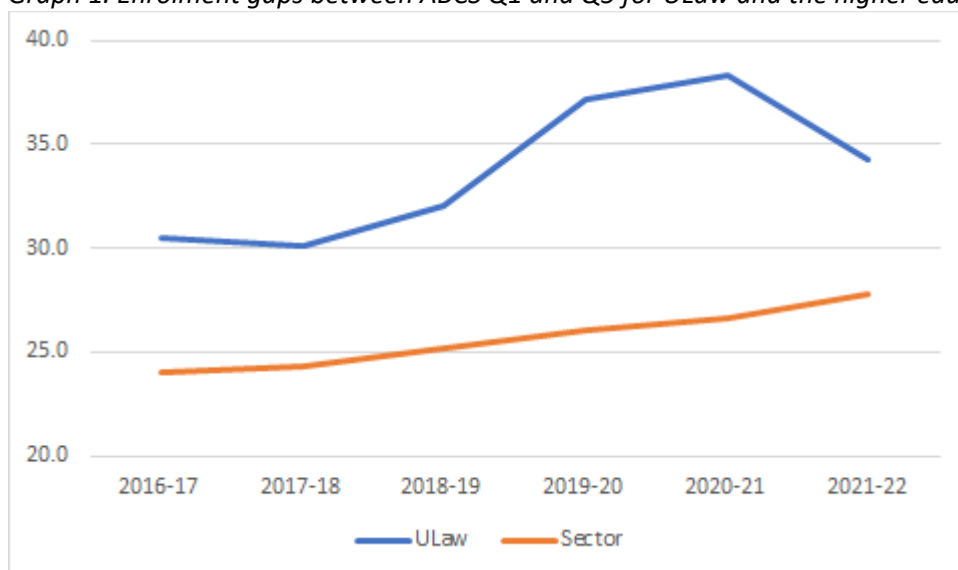
Access

When reviewing our data for Access, we identified negative gaps for most student groups compared to the sector over the period 2016-17 to 2021-22. Particularly encouraging is our enrolment of IMD Q1 students, Free School Meal students and Asian students.

The student group for which we do have an enrolment gap, and where it is also above the sector, is for students in ABCS Q1 compared to Q5.

2024-25 to 2027-28 Access and Participation Plan

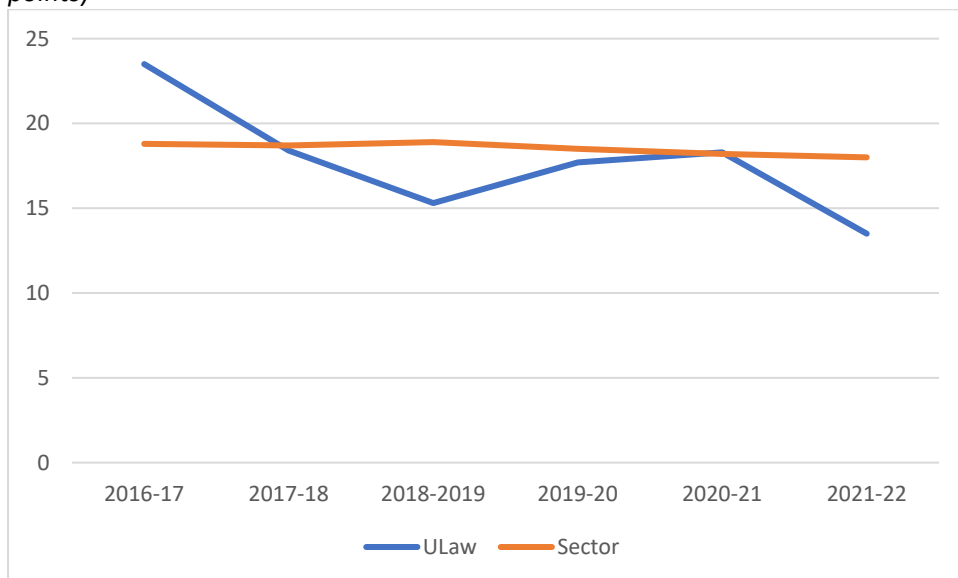
Graph 1. Enrolment gaps between ABCS Q1 and Q5 for ULaw and the higher education sector (in percentage points)



We have chosen to set a target around enrolment of ABCS Q1 students.

We do also have an enrolment gap between TUNDRA Q1 and Q5.

Graph 2. Enrolment gaps between TUNDRA Q1 and Q5 for ULaw and the higher education sector (in percentage points)



This gap is, however, roughly in line with the sector, and by choosing ABCS as our target (to focus on a manageable number of targets) we will hopefully indirectly address the TUNDRA gap too as ABCS incorporates the TUNDRA measure. For the past 4 years, around 40% of our ABCS Q1 students are also in TUNDRA Q1. This is lower than the national dashboard, so by actively aiming to increase our ABCS Q1 students we hope to also increase our TUNDRA Q1 students.

2024-25 to 2027-28 Access and Participation Plan

Table 6. Breakdown of ULaw ABCS Q1 students, highlighting key student groups and in comparison to national dashboard (in percentages)

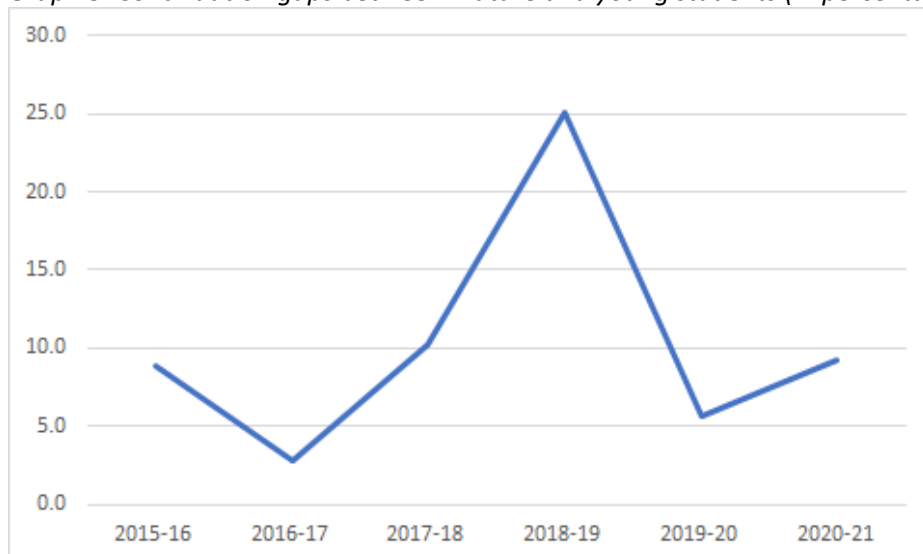
	2018-19	2019-20	2020-21	2021-22	National dashboard
TUNDRA Q1	64.3%	40.5%	44.7%	41.3%	50%
IMD Q1	64.3%	46.0%	44.7%	34.9%	41%
FSM	75.0%	94.6%	80.9%	84.1%	60%
IDACI Q1	64.3%	59.5%	42.6%	41.3%	42%

With our access work we will also focus on increasing the number of certain student groups which are underrepresented in Higher Education, such as care-experienced students and estranged students. For instance, the 2020/21 progression rate into higher education by children who had been looked after continuously for 12 months or more was 13.0% compared to 45.0% for all pupils. Source: Gov.uk (2022) 'Widening participation in higher education' July 2022 [Online] Available at <https://explore-education-statistics.service.gov.uk/find-statistics/widening-participation-in-higher-education/2020-21#dataBlock-4dc25704-616a-44e1-ce2d-08da55ca00b8-charts> (accessed 10 May 2023). We have not set a target round enrolment of care-experienced students or estranged students due to the difficulties of using self-reported data.

Continuation

Our data suggests that we have a continuation gap for mature students (age 21+). The continuation rates for mature students are relatively volatile over the time series, but the high proportion of statistical uncertainty distribution for the gap above 0 in the 2019/20 and 20/21 APP Dashboard data (98.5% and 100%) suggests that there is a difference in continuation.

Graph 3. Continuation gaps between mature and young students (in percentage points)



The gaps for the 2-year aggregate of 8pp (95% CI [4.6, 11.5pp]) and 4-year of 11pp (95% CI [7.99, 14.3pp]) also confirm this. We have chosen not to have a target around mature student continuation, to focus on a manageable number of targets, and because we will include a target around mature student completion. We will monitor continuation as an interim measure.

Our data also suggests a potential gap in continuation between our ABCS Q1 and all other quintiles. This is most apparent in the 4-year aggregate due to suppression of Q5 students in time series and 2-year aggregate data.

2024-25 to 2027-28 Access and Participation Plan

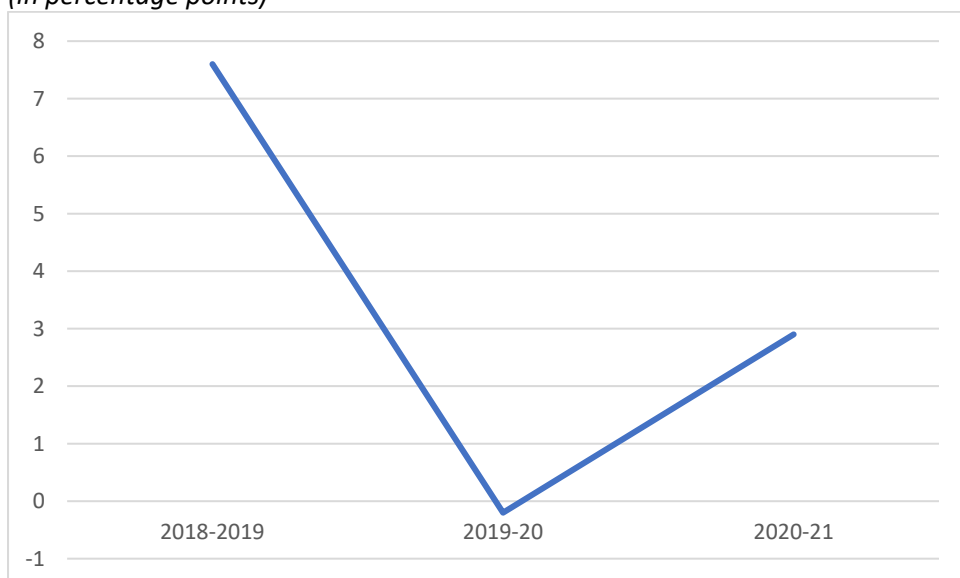
Table 7. Continuation rates for ABCS quintiles in 4-year aggregate data (in percentages)

	4-year aggregate
ABCS Q1	86.4 (95% CI [82.7, 89.5])
ABCS Q2	94.3 (95% CI [92.7, 95.7])
ABCS Q3	97.6 (95% CI [96.4, 98.5])
ABCS Q4	96.9 (95% CI [95.2, 98.1])
ABCS Q5	98.7 (95% CI [97, 99.6])

As ABCS Q1 continuation varies over the time series (with a large drop in 2018-19), we have decided not include an objective and targets relating to continuation for students in ABCS Q1, but we are committed to monitoring this gap.

We looked also looked at continuation for students with a ‘mental health condition only’ compared with students with no reported disability.

Graph 4. Continuation gaps between students with a mental health condition and those with no reported disability (in percentage points)



We have chosen not to set a target around continuation of students with mental conditions due to small numbers, volatility of data and to focus on a manageable number of targets using publicly available data.

Completion

Our completion data shows a few gaps.

We have insufficient year-on-year data for ABCS, but the 2-year and 4-year aggregates suggest a completion gap for Q1 students.

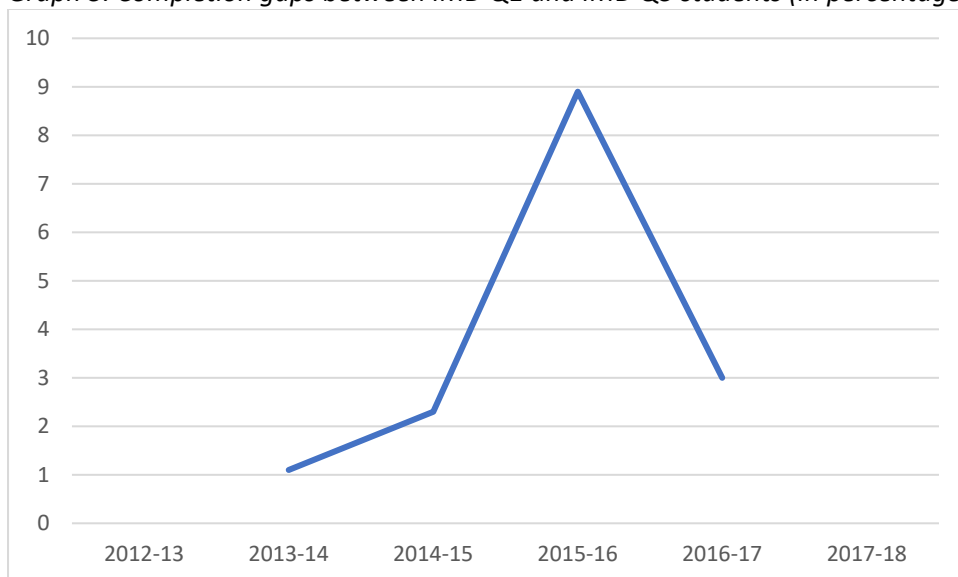
Table 8. Completion gaps for ABCS Q1 compared to Q5 students (in percentage points)

	2-year aggregate	4-year aggregate
Q1 vs Q5	17.1	17.8

As the 95% confidence intervals are relatively wide for these gaps (2yr 95% CI [9.8, 24.4pp] and 4yr 95% CI [11.5, 24.2pp]), and we do not have year on year data, we have decided not to have a target relating to ABCS completion, but we will monitor this gap internally.

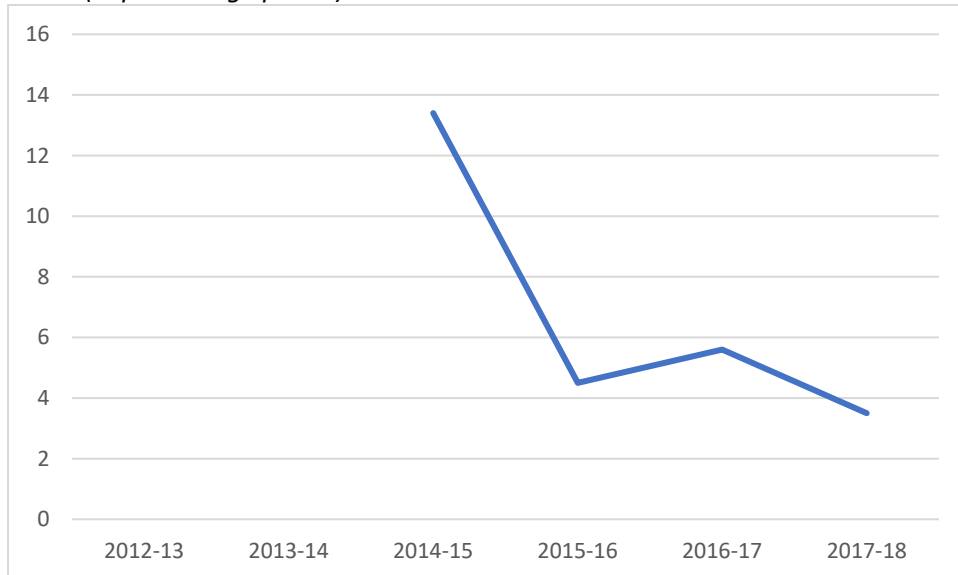
2024-25 to 2027-28 Access and Participation Plan

Graph 5. Completion gaps between IMD Q1 and IMD Q5 students (in percentage points)



Considering the time series, and the 2-year aggregate (3.8pp) and 4-year aggregate data (3.7pp), there does not appear to be a significant completion gap for IMD Q1 students, especially as there is a wide confidence interval at 95% for the 2015-16 gap (95% CI [-3.2, 21.0pp]). We have therefore decided not to include a target around completion for IMD Q1 students. The existence of a gap does, however, indicate a potential risk, so we will continue to monitor this gap.

Graph 6. Completion gaps between students eligible for free school meals and students not eligible for free school meals (in percentage points)

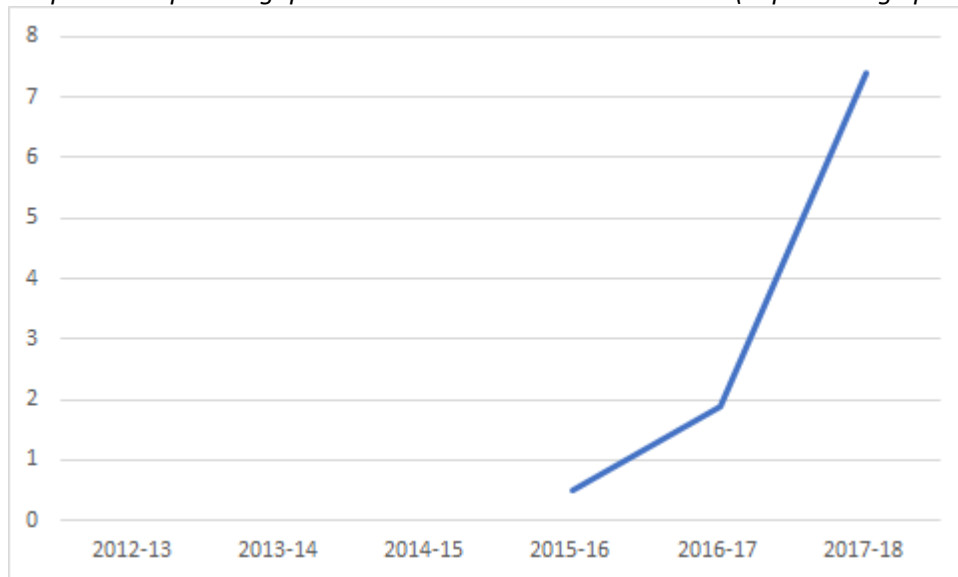


There are wide confidence intervals at 95% for the 2014-15 gap (95% CI [-1.9, 28.7pp]). The 2-year (4.0pp) and 4-year (5.2pp) aggregates imply a gap in completion but not a large one. We have therefore decided not to include a target around completion for students eligible for free school meals. The existence of a gap does, however, indicate a potential risk, so we will continue to monitor this gap.

2024-25 to 2027-28 Access and Participation Plan

We have a completion gap for black students.

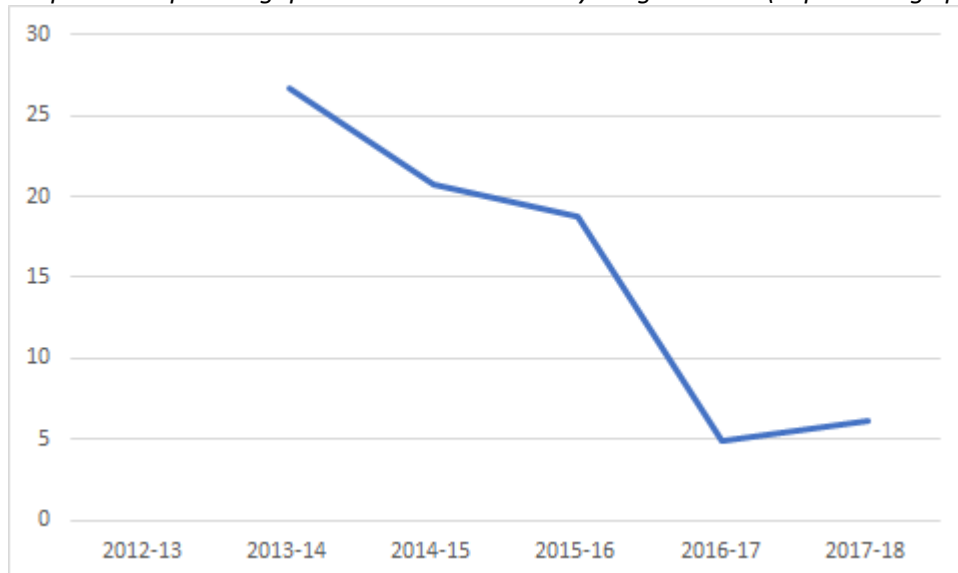
Graph 7. Completion gaps between black and white students (in percentage points)



There is insufficient year data for black students until 2015-16, but the 2-year (4.9pp, 95% CI [-4, 13.7pp]) and 4-year (5.6pp, 95% CI [-2, 13.2pp]) aggregates suggest that there is a completion gap for black students. The proportion of statistical uncertainty distribution for the gap above 0 is 86% for the two-year aggregate, and 92.7% for the 4 year. In addition, the data for the past 3 years suggest that this gap is growing. We have therefore decided to have a target around black student completion.

There is also a completion gap between mature and young students.

Graph 8. Completion gaps between mature and young students (in percentage points)

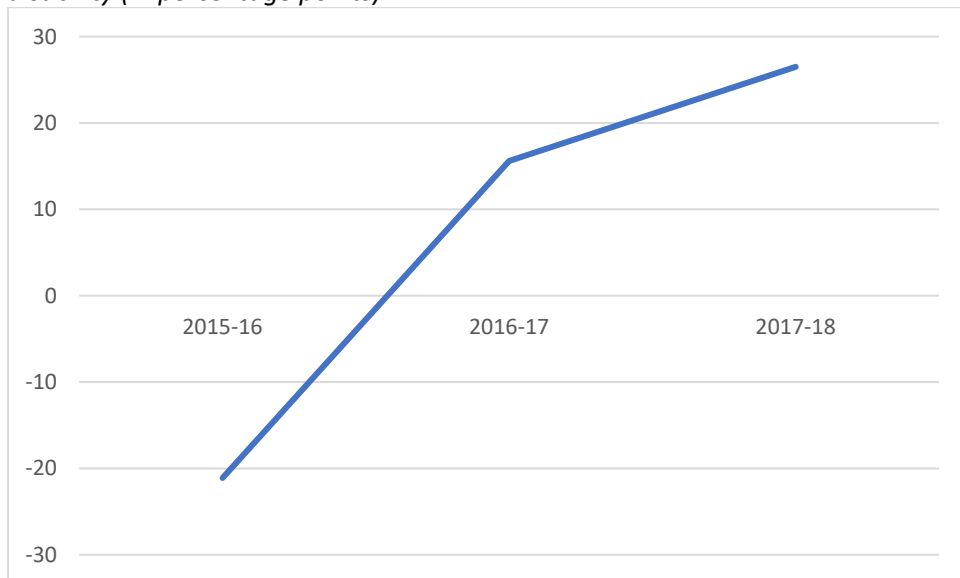


The year-on-year data, and the 2-year (5.7pp) and 4-year (13.1pp) aggregates suggest that there is a completion gap for mature students. The spread of values in the 95% confidence intervals are quite large for all years, and in particular for 2013-14 (95% CI [11.9, 41.4pp]), 2014-15 (95% CI [7.1, 34.2pp]) and 2015-16 (95% CI [5.7, 31.8pp]). For this reason, although it does look like the gap is reducing, we have still chosen to have a target around mature student completion.

2024-25 to 2027-28 Access and Participation Plan

Our internal data suggests that we have a completion gap for our students with a mental health condition only, compared with all students with a disability.

Graph 9. Completion gaps between students with a mental health condition only and students with no reported disability (in percentage points)



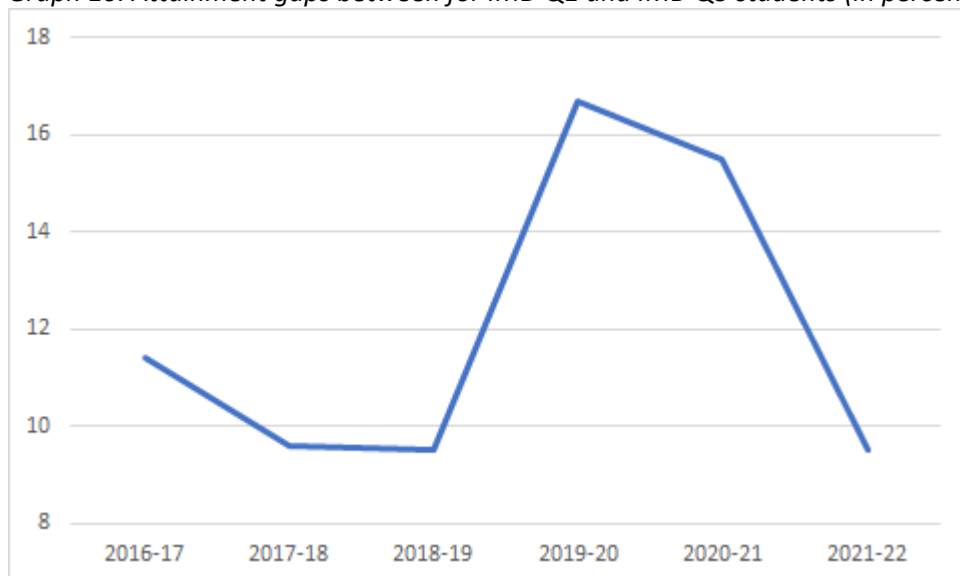
This is something that we will monitor. We have not included this as a target because the data is volatile and based on relatively small numbers. Also, there are issues with using the 'mental health condition only' category as many students with a mental health disability also have another disability (so fall under the multiple disabilities category), and many students do not choose to declare a disability or have not had a diagnosis.

Attainment

Most of our gaps fall within the attainment area.

There is a consistent attainment gap between IMD Q1 and Q5 students. We have therefore decided to have a target around IMD Q1 student attainment.

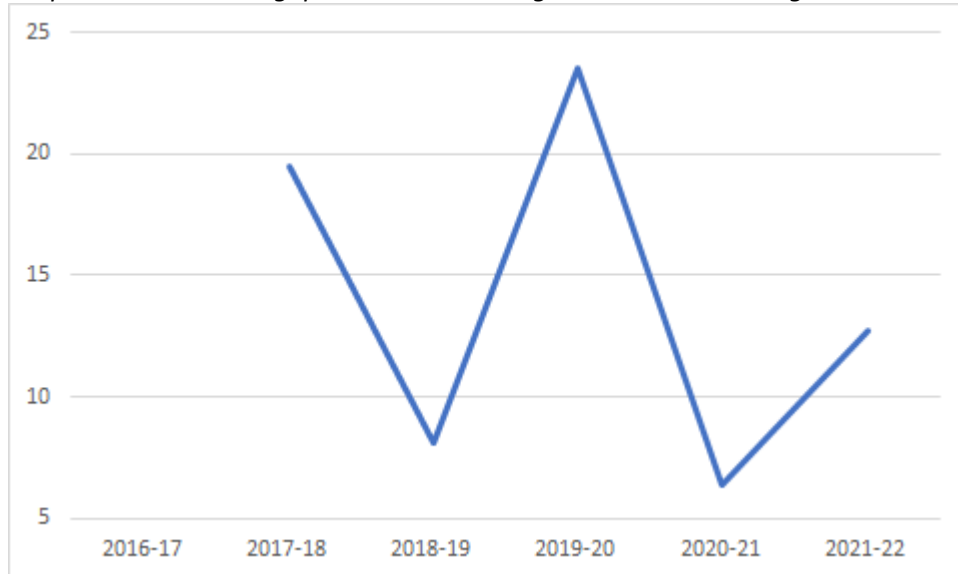
Graph 10. Attainment gaps between for IMD Q1 and IMD Q5 students (in percentage points)



2024-25 to 2027-28 Access and Participation Plan

There is consistent attainment gap between FSM eligible and FSM non-eligible students.

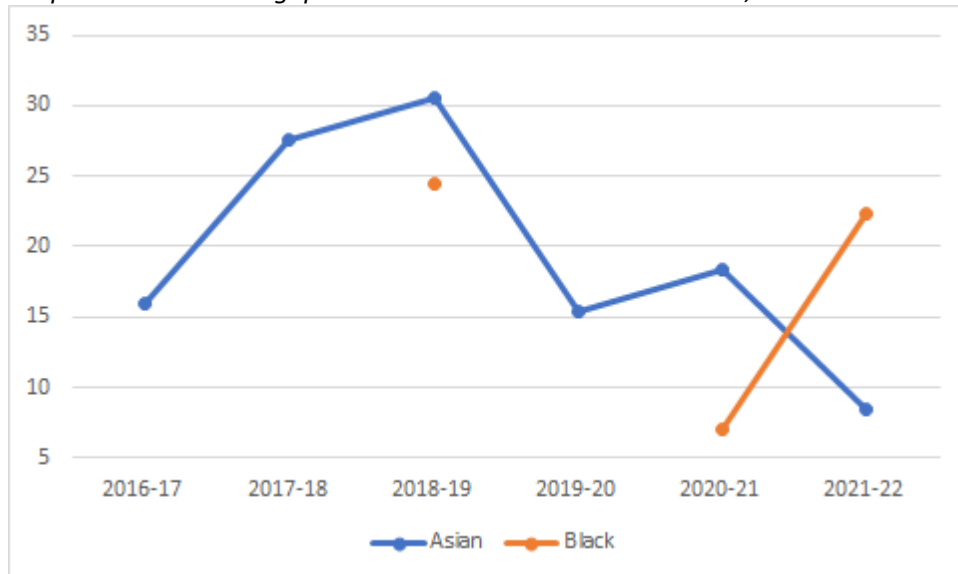
Graph 11. Attainment gaps between FSM eligible and FSM non-eligible students (in percentage points)



We have chosen not to have an objective and targets around FSM student attainment, to focus on a manageable number of targets and because of the difficulties in accessing verified individual FSM data. We already have an attainment target focusing on socio-economic status using IMD.

We have also identified attainment gaps between our Asian and white students and our black and white students.

Graph 12. Attainment gaps between Asian and white students, and black and white students (in percentage points)

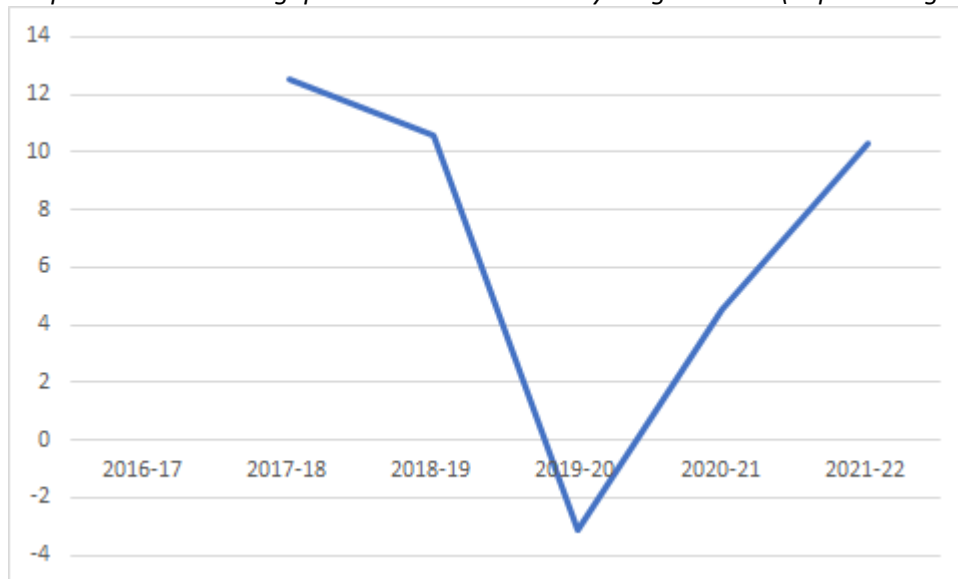


There is insufficient year-on-year data for black students, but the 2-year (15.4pp) and 4-year (22.7pp) aggregates, with a 99.9% (2yr) and 100% (4yr) proportion of statistical uncertainty distribution for the gap above 0, suggests that there is a consistent attainment gap for black students. We have therefore decided to have a target around Asian student attainment and a target around black student attainment.

2024-25 to 2027-28 Access and Participation Plan

There is an attainment gap between mature and young students.

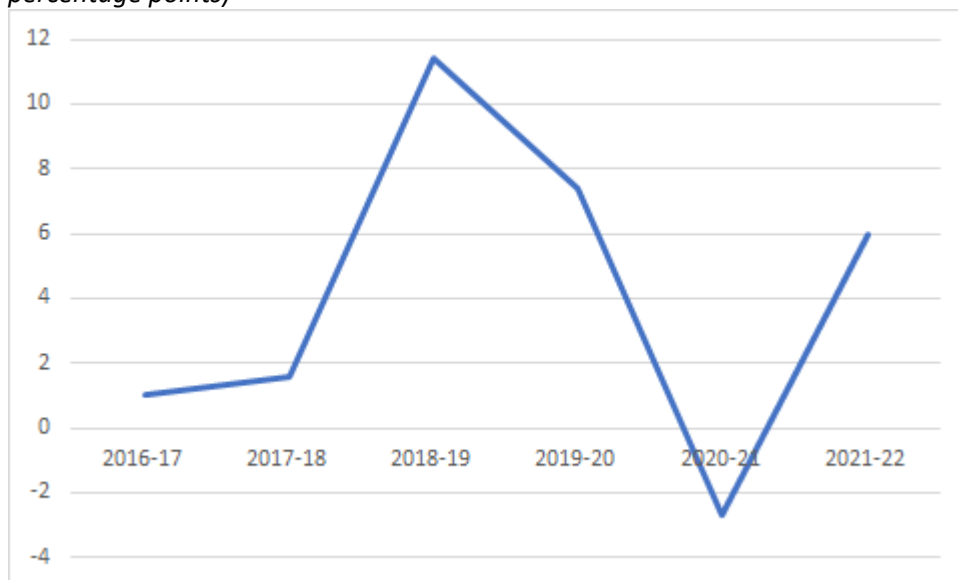
Graph 13. Attainment gaps between mature and young students (in percentage points)



In addition to the year-on-year data, the 2-year (7.2pp, 95% CI [-2, 16.3pp]) and 4-year (7.1pp, 95% CI [-0.1, 14.2pp]) aggregates suggest that there is a consistent attainment gap for mature students. The spread of values in the 95% confidence intervals is relatively wide for most years, but overall, the data still indicates a consistent gap. We have therefore decided to have a target around Mature student attainment.

ULaw also has a gap in attainment between students reporting a disability and those with no disability reported.

Graph 14. Attainment gaps between students with a reported disability and those with no reported disability (in percentage points)

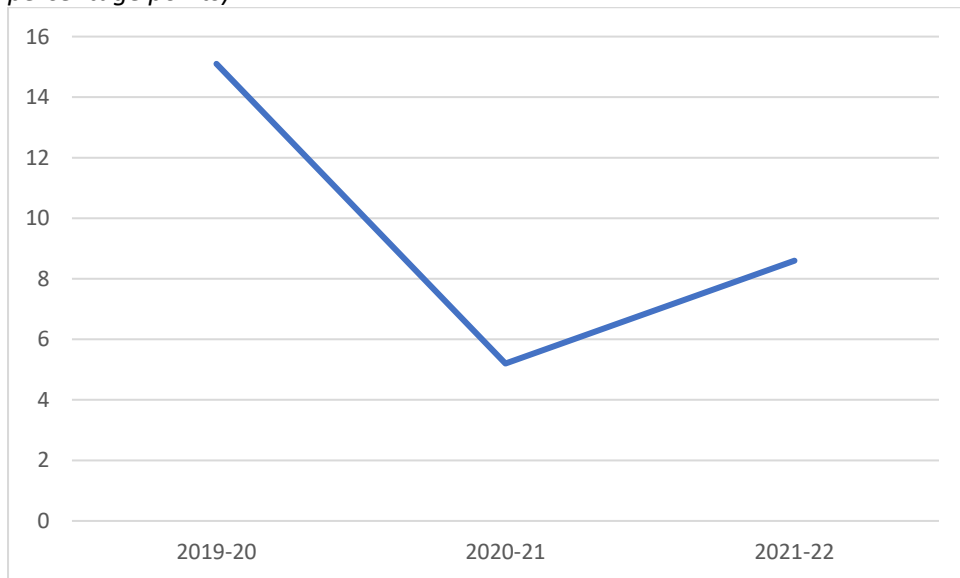


The year-on-year data for disabled student attainment is quite volatile, and the spread of values for the 95% confidence intervals are quite large, particularly for the earlier years of data. The 2-year (1.8, 95% CI [-3.7, 7.3pp]) and 4-year aggregates (4.3, 95% CI [-0.5, 9.1pp]) suggest there is an attainment gap for disabled students. We have decided to have a target around attainment of disabled students to address this volatility. To further understand the disability attainment gap, we looked at the attainment considering the 'mental health condition only' category

2024-25 to 2027-28 Access and Participation Plan

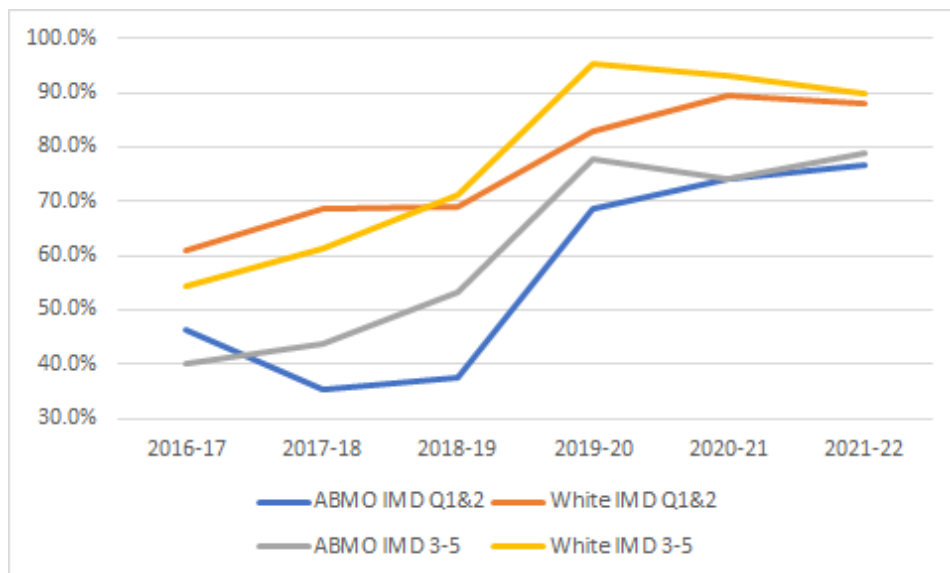
compared with students with no reported disability. This is additional rationale for the inclusion of an attainment target for disabled students.

Graph 15. Attainment gaps between students with a mental health condition and those with no reported disability (in percentage points)



We have also undertaken an intersectional analysis of our attainment data to understand what the relationship is between different characteristics.

Graph 16. Attainment rates for Asian, black, mixed and other students from IMD Q1&2 compared with Asian, black, mixed and other students from IMD Q3-5, white students from IMD Q1&2, and white students from IMD Q3-5 (in percentages)



This analysis suggests that of the two characteristics, ethnicity has more of an influence than living in a deprived area. As we already have objectives and targets covering Asian and black students, as well as IMD Q1 and FSM students, we have not added an intersectional target.

2024-25 to 2027-28 Access and Participation Plan

Progression

As a relatively new and initially small provider of undergraduate courses, we have limited data in the progression stage of the student lifecycle.

There is limited data for TUNDRA Q1 and Q2 students within the time-series data, but the 4-year aggregate data shows a gap between TUNDRA Q5 and Q1 students and between TUNDRA Q5 and Q2 students. (It also shows a gap between Q5 and Q4 students, although numbers are similarly small for Q4).

Table 9. Progression rates for TUNDRA quintiles (in percentages)

	4-year aggregate
TUNDRA Q1	61.2% (95% CI [49.6, 72])
TUNDRA Q2	56.5% (95% CI [46.2, 66.4])
TUNDRA Q3	65.7% (95% CI [56.6, 74])
TUNDRA Q4	59.7% (95% CI [50.9, 68])
TUNDRA Q5	73.9% (95% CI [66.8, 80.1])

Because of the small numbers of students in TUNDRA Q1 and Q2 we have decided not to include an objective and targets relating to progression for students in TUNDRA Q1 and Q2, but we are committed to monitoring this gap.

There is insufficient data for ABCS Q5 students in the time series and 2-year aggregate data to identify any gaps between Q1 and Q5, but in the 4-year aggregate data there is a gap between Q1 and Q5 students.

Table 10. Progression rates for ABCS quintiles (in percentages)

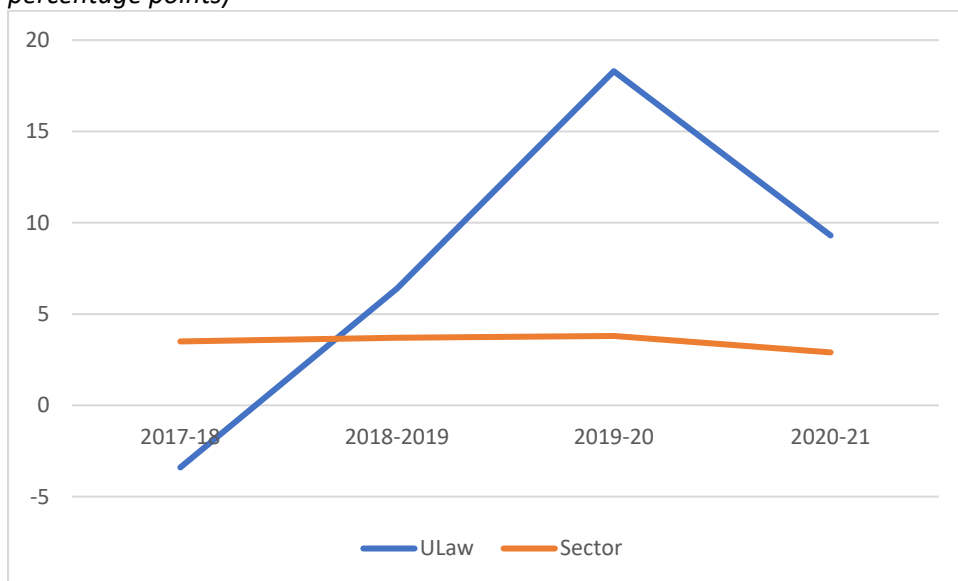
	4-year aggregate
ABCS Q1	57.5% (95% CI [51.1, 63.7])
ABCS Q2	72.1% (95% CI [65, 78.5])
ABCS Q3	66.7% (95% CI [58.7, 74.1])
ABCS Q4	67.0% (95% CI [56.3, 76.5])
ABCS Q5	73.3% (95% CI [55.9, 86.5])

The numbers of Q5 students are, however, still low (dominator of 30 in the 4-year aggregate). The time series of Q1 students shows an improvement from the 2017-18 data, but suggests that this may be tailing off in 2020-21. Because of the small numbers of students in both ABCS Q1 and Q5 (and the wide spread of the 95% CI for Q5, in particular) we have decided not to include an objective and targets relating to progression for students in ABCS Q1, but we are committed to monitoring this gap.

Data on ethnicity in the progression stage is limited: published year-on-year data is restricted to those from Asian and white backgrounds due to small numbers of other ethnicities.

2024-25 to 2027-28 Access and Participation Plan

Graph 17. Progression gaps between Asian and white students for ULaw and the higher education sector (in percentage points)

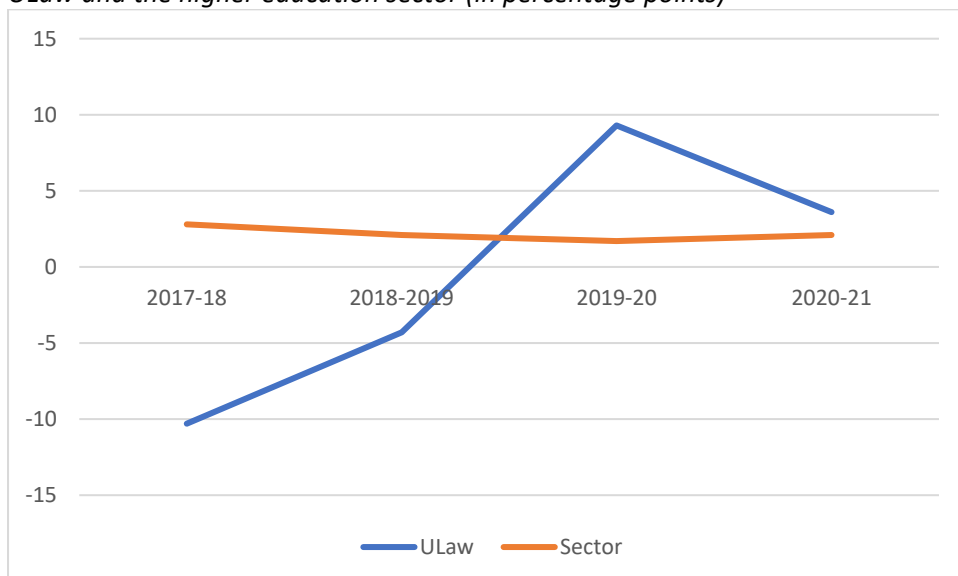


However, there would appear to be a significant difference in outcomes, for Asian students and white students there is an approximate 8.5pp difference (95% CI [-0.2, 17.2pp]), based on 4-year aggregate measures (compared to a sector 4-year aggregate of 3.4pp). Even accounting for notable change year on year, and a degree of uncertainty in these numbers, it appears clear that there is a marked difference in outcomes between these two groups of students. This group also have the highest proportion of statistical uncertainty for the gap above 0 (97.3%) for the 4 year aggregate data. We have therefore decided to have a target around Asian student progression.

In the 4-year aggregate measures we do also see gaps in outcomes for Black (10.4pp), Mixed (11.0pp) and Other (5.3pp) ethnicities, all of which are higher than the relevant sector 4-year aggregates. Due to the small numbers of these groups we have decided not to include any objectives and targets relating to progression for Black, Mixed or Other students, but we are committed to monitoring these gaps.

We also have a progression gap for students with a reported disability.

Graph 18. Progression gaps between student with a reported disability and students with no reported disability for ULaw and the higher education sector (in percentage points)



2024-25 to 2027-28 Access and Participation Plan

Year on year, there appears to have been a decline in the positive outcomes recorded by students with reported disabilities. This appears to have coincided with a significant increase in the positive outcomes recorded by those with no reported disability. The aggregate 2-year measure suggests a 6.4pp difference (95% CI [-4, 16.9]), which compares with a sector difference of 1.9pp. The volatility in the numbers over the last 4 years, combined with the uncertainty of over the accuracy of the positive indicator (as shown by the 95% confidence interval spread for those with reported disabilities) would suggest a degree of caution. In addition, when considering the 'mental health condition only' category compared with students with no reported disability, we can see a progression gap (although this gap is based on small numbers). Due to the volatility of this data and the small numbers we have decided not to include an objective and targets relating to progression for students with reported disabilities, but we are committed to monitoring this gap.

Targets

We have used the most recent dataset to inform our targets as the baseline year. We are starting our targets from 2024-25, working from the baseline year data, due to the inability for our work in this plan to impact upon intermediate years. For instance, students whose progression data will be published in 2024-25 won't have benefited from the progression work we are planning to do in 2024-25 as detailed in this plan as they will have graduated in 2022-23.

We have chosen to include our completion and progression targets as rates as opposed to gaps to align with our aims to increase completion and progression rates for all students to ensure high quality outcomes (condition B3 of registration).

To set the ambition level of our targets we have taken several factors into consideration:

- The volatility of our previous data (including wide confidence intervals) which could be attributable to the impact of the coronavirus pandemic, but it is also likely to be influenced by the significant change and growth that we have seen as a provider
- The small numbers of students in the relevant cohorts for many of our targets
- The significant time lag for many of our targets, for instance completion and progression, which is particularly relevant for us a provider that has recently experienced significant growth in student numbers
- The number of students we would need to move from a negative to a positive outcome to achieve the relevant milestones

This approach is intended to ensure that our targets are both ambitious and realistic for the University to achieve. For all our targets, we aim to either halve, or be close to halving our gaps by 2027-28. Following our milestones into the future, we aim to eliminate all our identified gaps by 2035-36, and many well before then.

2024-25 to 2027-28 Access and Participation Plan

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

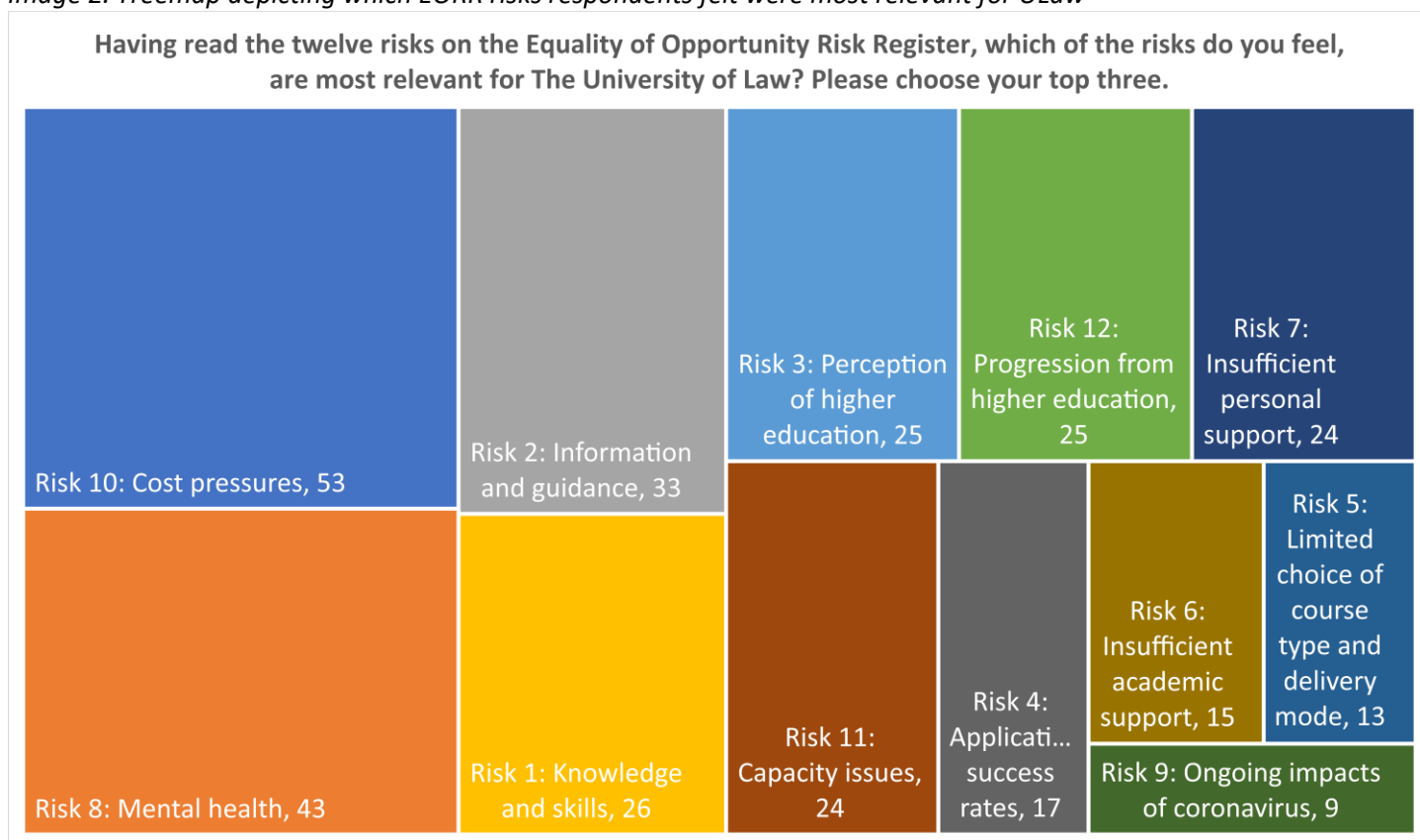
This section details the evidence behind both our risk identification process and our intervention strategies as our intervention strategies are designed to mitigate our key risks.

Student Consultation Analysis

As part of our student consultation on the Access and Participation Plan, questions were added to our End of Year/End of Course surveys, delivered by the University's Insight Team. Responses were invited from all students, but this analysis contains data from only the home undergraduate population. 449 home undergraduate students responded to the survey, with 114 of those opting to answer the additional APP consultation questions. The majority of respondents (103) were studying the LLB (undergraduate law course). 7 students were undertaking the BA (Hons) Criminology, with the remaining 4 on Business programmes.

Question 1: Having read the twelve risks on the Equality of Opportunity Risk Register, which of the risks do you feel, are most relevant for The University of Law? Please choose your top three.

Image 2. Treemap depicting which EORR risks respondents felt were most relevant for ULaw

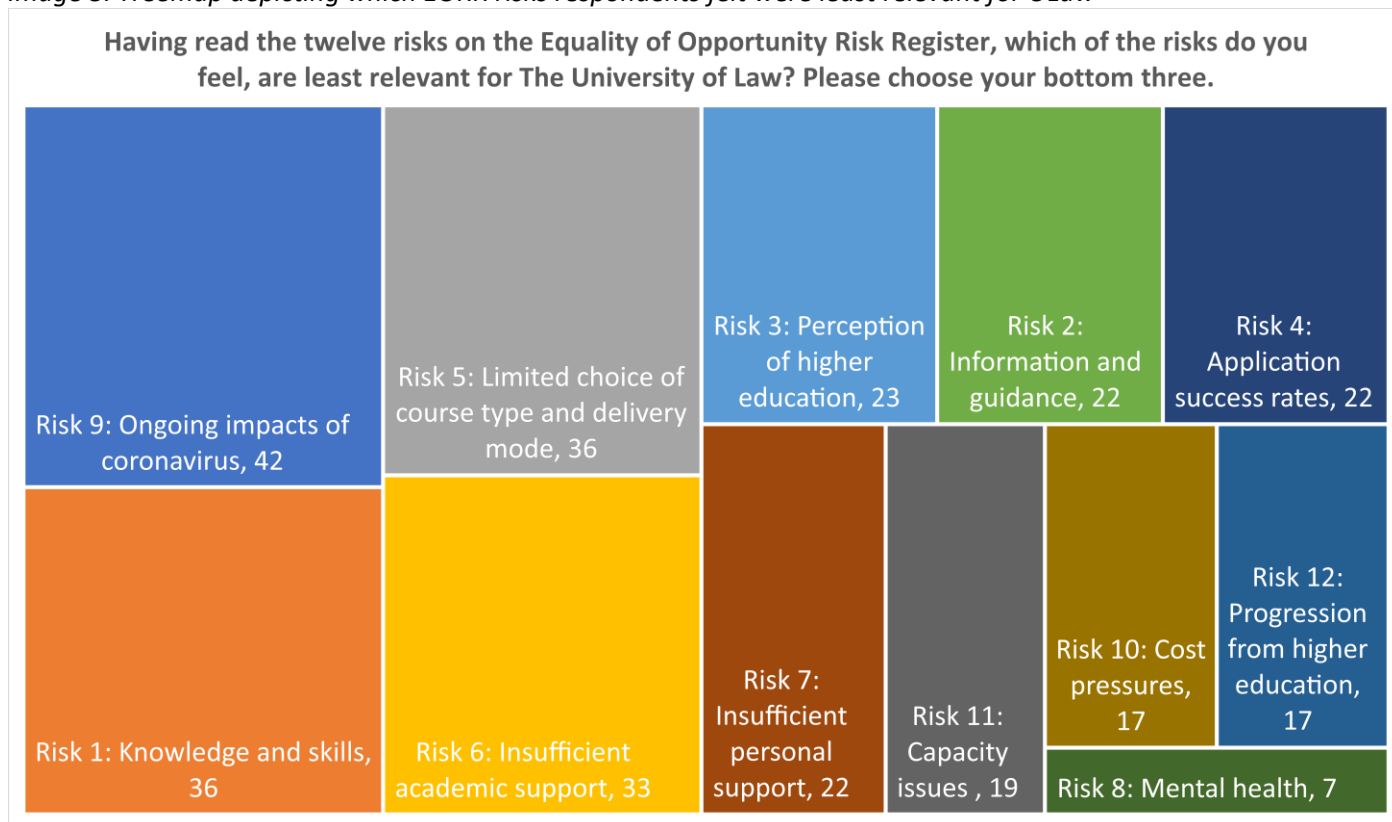


46.5% of respondents included cost pressures within their top three risks from the EORR, making it the most frequently selected risk. 37.7% of respondents selected mental health as one of their top risks, followed by information and guidance, which 28.9% of respondents included.

2024-25 to 2027-28 Access and Participation Plan

Question 2: Having read the twelve risks on the Equality of Opportunity Risk Register, which of the risks do you feel, are least relevant for The University of Law? Please choose your bottom three.

Image 3. Treemap depicting which EORR risks respondents felt were least relevant for ULaw



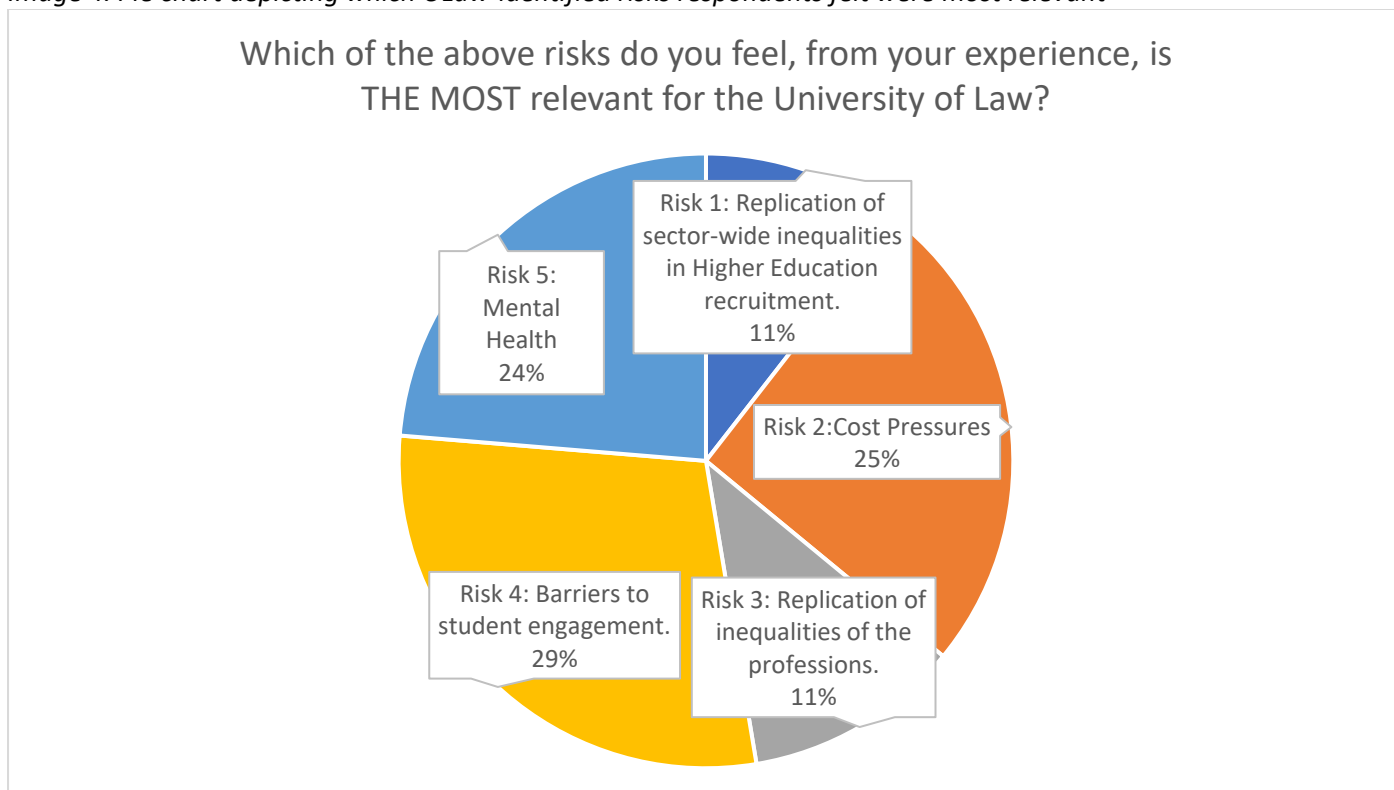
112 students selected at least one risk as part of their 'bottom three'. Over a third of respondents (37.5%) included the ongoing impacts of coronavirus as least relevant for the University of Law. Just under one third (32.1%) respondents to this question included knowledge and skills, and the same number selected limited choice of course type and delivery mode.

Question 3: Which of the above risks do you feel, from your experience, is THE MOST relevant for the University of Law?

This question asked students to the most relevant from the ULaw list of risks identified by the University. This includes EORR risks and locally identified areas. There were 114 responses, with the top risk being 'Risk 5: Barriers to student engagement. The risk is that students at the University of Law are not engaging with the university, for reasons such as limited awareness around available support, or feeling uncomfortable accessing this support.' This is an additional risk identified by ULaw. The next most popular answers (29 and 27 respectively) also appeared in the EORR, these were cost pressures and mental health.

2024-25 to 2027-28 Access and Participation Plan

Image 4. Pie chart depicting which ULaw-identified risks respondents felt were most relevant



Intervention Strategy 1: Replication of Sector-Wide Inequalities in Higher Education Recruitment

Activity 1: attainment raising

- Causeway Education (2022) *Attainment-raising: A toolkit*. Available at: <https://www.officeforstudents.org.uk/media/f9242db8-8329-4c45-92ed-b4007e841d4e/attainment-raising-a-toolkit-final-interaction.pdf> (Accessed 22 May 2023).

Evidence shows that academic achievement is the most important predictor of university progression. This toolkit supports providers to undertake a needs analysis, develop a strategic plan and delivery model. It outlines effective practice for different types of interventions and reports that metacognition and self-regulation approaches have consistently high levels of impact.

- Office for Students (2022) *Insight Brief 13*. Available at: <https://www.officeforstudents.org.uk/media/cd782ede-93d9-4de0-9f50-3c95a49aabf3/ofs-insight-brief-13-updated-10-may-2022.pdf> (Accessed: 3 May 2023).

Young people from disadvantaged backgrounds, even those who want to attend higher education, have been unable to acquire and demonstrate the same levels of knowledge and skill as their more advantaged peers in relevant areas of learning.

- TASO (2022) *Typology of attainment-raising activities conducted by HEPS: Rapid Evidence Review*. Available at: <https://s33320.pcdn.co/wp-content/uploads/TASO-attainment-raising-typology-and-rapid-evidence-review.pdf> (Accessed: 3 May 2023).

There is strong evidence for teaching of the national curriculum and emerging evidence around activities to develop study/soft skills.

2024-25 to 2027-28 Access and Participation Plan

Activity 2: online outreach provision

- Hollands, F. and Tirthali, D. (2014) *Why do Institutions Offer MOOCs?* Center for Benefit-Cost Studies of Education. 46. Available at: <https://repository.upenn.edu/cgi/viewcontent.cgi?article=1018&context=cbcse> (Accessed: 3 May 2023).

The goals of MOOC initiatives: extending reach and access, building and maintaining brand, improving educational outcomes.

- Van de Oudeweetering, K. and Agirdag, O. (2018) *MOOCs as Accelerators of Social Mobility? A Systematic Review*. Educational Technology & Society, 21 (1), 1-11. Available at: <https://www.jstor.org/stable/26273863> (Accessed: 3 May 2023).

A notable share of underprivileged learners may not be able to access this information about higher education without such resources.

- ULaw 'First Impressions' survey 2022.

The proportion of students who do not know what sector of law they want to work in continues to increase year on year. Over 20% of respondents have yet to decide what sector they would like to work in when they finish their degrees.

- YouthSight (2020) 'ULaw Attracting & Retaining Underrepresented Students Research' 2020.

The most successful interactions with universities tend to fulfil three key criteria – informative, interactive, inspirational.

Activity 3: Contextual Admissions

- UCAS (2022) *Next Steps: What is the experience of students from a care background in education*. Available at: <https://www.ucas.com/file/658381/download?token=CjzUGJ79> (Accessed: 3 May 2023).

Care experienced students are less likely to achieve top grades in post-16 qualifications and not having the right grades is cited as one of the most common reasons to delay HE entry, it recommends creating a more equitable system and to improve the transparency around contextual admissions.

- Ellis, K. and Johnson, C. (2019) *Pathways to University from care: Findings report one*. Available at: <https://figshare.shef.ac.uk/articles/report/Pathways to University from Care Recommendations for Universities/9578930> (Accessed: 3 May 2023).

The report has 15 recommendations of best practice identified by care experienced students, many of which are included in our NNECL commitments.

- The University of Law NNECL Quality Mark commitments 2022.

Throughout this APP cycle we will be honouring and developing our commitments outlined in our action plan. Examples of this include CPD for university staff, creating and advertising support pre-entry and during studies, having ongoing communication, supporting with accommodation needs, and working with external partners with the same pre-entry objectives.

- YouthSight (2020) 'ULaw Attracting & Retaining Underrepresented Students Research' 2020.

We must make eligibility criteria and support packages visible and easy find. There is some evidence that scholarships sometimes influence choice among those from relatively deprived backgrounds and that they have a slightly higher value for more intensive courses (e.g. Law). Clear promotion should boost their perceptions of the University's provision through availability, visibility, and proactivity and will help give them confidence that they will be supported during their time at the institution.

2024-25 to 2027-28 Access and Participation Plan

Activity 4: External Volunteering

- Cooper, L. (2019) *How universities can drive school improvement through governance*. Available at: <https://governorsforschools.org.uk/blog/universities-drive-school-improvement-school-governance/> (Accessed: 3 May 2023).

Governors bring expertise that drives improvement in schools making a significant difference to local children's education. Schools benefit from governors' range of skills and professional networks they may not have had otherwise. Becoming a school governor gives employees the chance to act on observations from an external perspective, determining how a school is run and where children could be better supported.

- The Russell Group (2020) *Pathways for Potential: How universities, regulators and Government can tackle educational inequality*. Available at: <https://russellgroup.ac.uk/media/5858/pathways-for-potential-full-report-may-2020.pdf> (Accessed: 3 May 2023).

Discusses an example from the University of Manchester of adopting a whole-university approach to supporting schools in disadvantaged areas. Schools who had university staff as governors received good or outstanding Ofsted reports in addition to improved relationships with the schools and uptake in outreach participation.

- One Million Mentors (2022) *Our 5 yr Impact 2017 – 2022* (2nd edition). Available at: https://onemillionmentors.org.uk/wp-content/uploads/2023/02/1MM-Our-5yr-Impact_v.01_2023_1.7-LoRes.pdf (Accessed: 3 May 2023).

The impact on mentees before mentoring to after has been as follows: The percentage of mentees who know how to go about getting the experience or training needed for their aspired job/qualification - 33% to 81%, the percentage who said they feel positive about their future – 56% to 75%, and the percentage of mentees who feel they know someone they can call on for employment advice 38% to 75%.

Activity 5: Expansion of third-party engagement focusing on vulnerable groups and pre-16 audiences

- Baars, S. Mulchary, E. and Bernades, E. (2016) *The underrepresentation of white working-class boys in higher education: The role of widening participation*. Available at: <https://cfey.org/wp-content/uploads/2016/07/The-underrepresentation-of-white-working-class-boys-in-higher-education-baars-et-al-2016.pdf> (Accessed: 3 May 2023).

White working-class boys are significantly underrepresented in higher education. The factors highlighted are access to cultural capital, negative perceptions of university, family HE knowledge and experience, and a tendency to seek informal guidance. The recommendations are that WP activities need to target pupils early to ensure they achieve well at school, are informed about their FE and HE options and know why higher education is relevant to their future. Effective interventions must also work with multiple agencies, including parents and teachers.

- Brassington, L. (2022) *Gypsies, Roma and Travellers: The ethnic minorities most excluded from UK education*. Available at: <https://www.hepi.ac.uk/2022/07/07/gypsies-roma-and-travellers-the-ethnic-minorities-most-excluded-from-uk-education/> (Accessed: 3 May 2023).

Gypsies, Roma and Travellers (GRT) are the lowest achieving ethnic grouping in the UK education system, and they are the least likely to enter higher education by the age of 19. In England, just 6.9 per cent of Gypsy/Roma and 10.7 per cent of Irish Traveller students accessed higher education by the age of 19 in 2019/20. Prejudice, discrimination and exclusion are some of the leading causes of the disrupted educational pathways. Higher education institutions should be encouraged to recognise the histories of GRTSB communities, and to celebrate GRTSB cultures, for example by participating in GRT History Month.

- Baker, S. Ramsay, G. and Lenette, C. (2019) *Students from Refugee and Asylum Seeker Backgrounds and Meaningful Participation in Higher Education: From Peripheral to Fundamental Concern*. Available at: <https://www.ingentaconnect.com/contentone/openu/jwpl/2019/00000021/00000002/art00002> (Accessed: 3 May 2023).

2024-25 to 2027-28 Access and Participation Plan

Issues of restricted access to university and other higher education institutions, limited opportunities, gender prescribed sociocultural norms, and financial constraints often prevent the meaningful participation of people from refugee backgrounds despite it typically being a high aspiration.

- YouthSight (2020) 'ULaw Attracting & Retaining Underrepresented Students Research' 2020.

Those from underrepresented backgrounds are almost unanimous in their views that specialist information about university provision for different groups of students must be included on university websites. It will boost the confidence of prospective students and give them a sense that their university is welcoming and considerate. The University will need to make this information highly visible and communicate about it proactively to have an impact.

Intervention Strategy 2: Cost Pressures

General

- ULaw Internal Report (2022) 'Financial Support Analysis 2022'.

55% of UG students responded that financial support was somewhat or very important for their ability to financially continue with their studies. The students who responded negatively, or neutrally to this question were in receipt of support worth less than £500. 51.6% of all respondents (undergraduate and postgraduate) cited that financial support helps to them to concentrate on their students. Although the most population option for what students would need to cut back on without financial support was 'socialisation, leisure and hobbies/sports', over a third of respondents reported that they would need to cut back on travel between home and university without financial support. Similar proportions reported that they would need to cut back on course books/materials and digital course resources.

- ULaw Internal data (2022) 'Withdrawal, intermission and transfer data for 2022-23'.

Although financial concerns were not cited as the predominant reason for withdrawal (only 3% of withdrawals), within their more detailed explanations many students referred to financial pressures contributing to that other reason for instance: carer responsibilities were cited as the predominant reason for withdrawal, but financial concerns were mentioned within the reason for this. Similarly, they are mentioned under 'Lack of support' and 'Mental health concerns'.

- ULaw Internal report (2023) 'Student Support: Needs, Expectations and Comparison', February 2023.

ULaw currently does not offer enough guidance and support on workload management for students and there is a need for a dedicated webpage devoted to cost of living support for students.

- YouthSight (2020) 'ULaw Attracting & Retaining Underrepresented Students Research' 2020.

Report highlights the importance of communication around scholarships and suggests that providers should offer more needs-based scholarships of larger amounts. This insight suggests that scholarships are seen as a nice-to-have but not a pivotal factor in university choice (note: the ULaw undergraduate bursary was introduced to improve continuation/completion/attainment as opposed to influencing university choice).

- ULaw Internal report (2022) 'End of Course Key Focus Areas and Themes Report Summary 2022'.

Report highlights negative comments from undergraduate students about timetabling and how long breaks are viewed as a poor use of times as most students work during their course.

- ULaw 'New Joiners' survey 2022.

A large number of responses cite scholarships/bursaries and more flexible study options to fit with part-time work as important for the University to offer.

- ULaw internal analysis of demographics of students with low household income 2023.

58% of our 2022/23 entrants who are on the Student Loan Company's Bursary Administration Service system with a household income of £0 are over 21. This is why we have linked our intervention strategy on cost of living with our

2024-25 to 2027-28 Access and Participation Plan

Objective 2 to increase the completion rate for mature students and to reduce the attainment gap between mature and young students.

- ULaw 1-2-1 Study Skills feedback survey results, 2021-23.

Time management advice cited as very important/useful in response to the following question: 'Is there anything you particularly liked about the session?'.

- Blackbullion, ULaw confidence scores, 2023.

When surveyed between May 2022 and May 2023 after having used the Blackbullion financial advice platform, 82% of ULaw students responded that they are more likely to create a budget, 93% that they feel more confident about managing debt and 94% have a better understanding of University Fees and Funding. 89% of pre-arrival students feel more confident in their knowledge of university funding ahead of starting university and 100% of ULaw students feel confident about their ability to achieve their savings goals.

- Office for Students (2023) *Insight Brief 17 Studying During Rises in the Cost of Living*. Available at: <https://www.officeforstudents.org.uk/media/6981/insight-brief-17-studying-during-rises-in-the-cost-of-living.pdf> (Accessed: 3 May 2023).

The brief suggests that the cost of living is an increasing issue for higher education students across many groups, with some more strongly affected than others. It also details potential mitigating activities.

- Advance HE (2023) *Student Academic Experience Survey 2023*. Available at: <https://advance-he.ac.uk/knowledge-hub/student-academic-experience-survey-2023> (Accessed 22 June 2023).

The report shows a clear increase in the number of students in paid employment from 2022 (45% to 55%), and also an increase in the average number of hours per week students spend in class, fieldwork or studying independently (30.7 to 33.4). Three quarters of the sample felt that their studies have been affected by the cost-of-living crisis, a figure that is disproportionately higher among some more vulnerable cohorts. These cohorts are much broader than those identified in the EORR as being impacted by cost pressures, including for instance LGB students, non-binary students, students with caring responsibilities etc.

Intervention Strategy 3: Replication of the Inequalities of the Professions

General

- NSS Results (2022).

Lower overall satisfaction for all key student groups in 2022. Also, there was a larger drop in overall satisfaction from the previous year for Asian (10.09%), black (10.36%) and mixed (14.05%) compared with white (7.37%) and other (-11.76%) students. Lower agreement for black students (compared with all other ethnic groups), mature students (compared with young students) and students with a specific learning disability (compared with students with no known disability or 'other disability') to the question 'I am part of a community of staff and students'.

- ULaw 'First Impressions' survey 2022.

Questions around atmosphere (sense of belonging, community) were the lowest scoring area for all students. Asian students had particularly low agreement rates to feeling like part of a community. Students aged 21-25 had low agreement rates for feeling part of a community and having a sense of belonging. Agreement rates for feeling treated like an individual were low for students aged 21-35 and for Asian students.

- Graduate Outcomes Survey (2022), Graduate reflections 2020-21.

Agreement to reflection questions: 'My current activity is meaningful', 'I am utilising what I learnt during my studies in my current activity' and 'My current activity fits with my future plans' is lower for Asian and black students compared to white students. It is also lower for students with a known disability compared to those with no known disability for all the questions, except for 'I am utilising what I learnt during my studies in my current activity'.

2024-25 to 2027-28 Access and Participation Plan

- NUS and UUK (2019) *Black, Asian and minority ethnic student attainment at UK universities: #Closingthegap*. Available at: <https://www.universitiesuk.ac.uk/policy-and-analysis/reports/Documents/2019/bame-student-attainment-uk-universities-closing-the-gap.pdf> (Accessed: 10 May 2021).

Report identifies five of the most significant steps needed for success in reducing attainment differentials: providing strong leadership; having conversations about race and changing the culture; developing racially diverse and inclusive environments; getting the evidence and analysing the data; understanding what works. It also provides four recommendations that UUK and NUS would like to see; 1) an increase in the percentage of universities recognising attainment differences; 2) increased awareness of how to support BAME students among university staff; 3) better understanding of BAME students' perceptions, including where this is linked to their sense of belonging; 4) appropriate disaggregation within the broad BAME category, ensuring that practices and initiatives reflect that this 'group' consists of individuals with varied experiences and needs.

- TASO (2023) *Approaches to addressing the ethnicity degree awarding gap. Contextualising the landscape and developing a typology*. Available at: <https://taso.org.uk/news-item/new-report-tackling-the-ethnicity-degree-awarding-gap/> (Accessed 16 June 2023).

Report makes a number of recommendations for providers to improve their work around addressing ethnicity degree awarding gaps, such as developing clear Theories of Change and evaluation plans for their work, developing interventions tailored to their organisation context, allocating accountability and responsibility for addressing these gaps, using data and including students.

Activity 1: Student Diversity and Inclusion Advocates scheme

- Barefoot, H. and Boons, C. (2019) *Developing a BME Student Advocate Programme*, *Compass: Journal of Learning and Teaching*, 12, 1. Available at: <https://journals.gre.ac.uk/index.php/compass/article/view/936> (Accessed: 9 May 2021).

The value of advocate schemes, challenges advocates face in balancing their role and studies, and staff reluctance/resistance to meeting with advocates.

- OfS, *University of Manchester, Diversity and Inclusion Student Ambassador Project*. Available at: <https://www.officeforstudents.org.uk/advice-and-guidance/promoting-equal-opportunities/addressing-barriers-to-student-success-programme/abss-project-university-of-manchester/> (Accessed 22 May 2023)

Collaborative project between University of Manchester and their Students' Union, in partnership with the University of Birmingham and Manchester Metropolitan University and their Students' Union and Guild to increase attainment, improve sense of belong, engagement, wellbeing, interpersonal skills and the ability to confidently tackle discriminatory behaviour.

- Doku, A. (2019) 'Putting the Burden of Closing Attainment Gaps off BME Staff and Students' in Dale-Rivas, H. (ed.) *The White Elephant in the Room: Ideas for Reducing Racial Inequalities in Higher Education*, HEPI Report. Available at: <https://www.hepi.ac.uk/2019/09/19/the-white-elephant-in-the-room-ideas-of-reducing-racial-inequalities-in-higher-education/> (Accessed: 11 May 2020).

The importance that work done by BME staff and students to tackle racial inequalities is recognised and rewarded. Being an informal mentor to BME students or giving up time to help with racial equality initiatives, should not become another form of disadvantage.

Activity 2: Accessibility Working Group and student panel

- Higher Education Commission (2020) *Arriving at thriving. Learning from disabled students to ensure accessed for all*. Available at: <https://www.policyconnect.org.uk/media/2211/download> (Accessed: 9 May 2023).

Many students are not fully able to access teaching and learning; disabled students face heavy bureaucratic and financial burdens; awareness and accessibility are needed to facilitate better social inclusion; information and advice are key to successful transitions.

2024-25 to 2027-28 Access and Participation Plan

- Disabled Students' Commission (2023) *The Disabled Student Commitment*. Available at: https://s3.eu-west-2.amazonaws.com/assets.creode.advancehe-document-manager/documents/advancehe/The%20Disabled%20Student%20Commitment_1681910327.pdf (Accessed: 10 May 2023).

Commitments recommended to higher education providers across the following areas: requests to share information; choosing a course of study; transition into the higher education community; on-course experience; moving forward.

Activity 3: Curriculum development

- TASO (2022) *The impact of curriculum reform on the ethnicity degree awarding gap*. Available at: <https://s33320.pcdn.co/wp-content/uploads/Full-report-the-impact-of-curriculum-reform-on-the-ethnicity-degree-awarding-gap.pdf> (Accessed: 10 May 2023).

Across the two interventions evaluated, TASO found limited evidence of an impact on the ethnicity degree awarding gap. TASO also notes that these findings are somewhat complex and do not decisively indicate whether curriculum reform interventions address the degree awarding gap. The evaluation reveals some important findings on implementation, which are relevant for both curriculum interventions and for non-curriculum initiatives aimed at tackling the ethnicity degree awarding gap. As this report does not show that curriculum reform interventions address the degree awarding gap, and there is a lack of other evidence, particularly in the impact of curriculum reform in professional programmes like Law, we plan to carry out this work, while regarding the TASO recommendation to 'ensure that they monitor how effectively those interventions are being implemented, how well staff engage, the levels and quality of guidance and training provided, and the commitment of the institution as a whole to bring about change'.

- NERUPI Culturally Sensitive Curriculum Scales Project (2022). Overall Results and ULaw Results.

Both the quantitative and qualitative results demonstrated that BAME and, particularly black students, experience their curricula as less culturally sensitive than white students. National NSS data shows BAME students report lower satisfaction with some aspects of their courses. This project's findings suggest that increasing the cultural sensitivity of the curricula may reduce those satisfaction gaps, however it may be more important that academics are enthusiastic and approachable than whether their curricula is culturally sensitive. Culturally sensitive curricula supports BAME and white students' interest in their course, even when controlling for students' perceptions of the quality of students' relationship with their teachers. Course interest is defined as engagement with their subject and has been shown in a variety of other studies to be associated with a wide range of positive educational processes and outcomes. The analysis found that five positive aspects of culturally sensitive curricula predict students' interest.

- Campbell, P. et al. (2002) *Evaluating the racially inclusive curricula toolkit in HE*. Available at: <https://player.flipsnack.com/?hash=OTc1OUFBkY4RDYrMTlhZDB3NDhhNg%3D%3D&p=14> (Accessed: 11 May 2023).

'While the RICT appears to have low(er)-levels of efficacy as a tool for directly reducing the numerical percentage differences in race awarding gaps between students of colour and white peers, it has clear and significant transformative potential for improving levels of student satisfaction and reliability of course materials. This was not only for students from minority backgrounds but for all students. It is also a potent tool for improving racial literacy among teaching staff at all levels.'

- Jirvaj, S. (2020) *Towards anti-racist legal pedagogy: a resource*. Available at: <https://research.kent.ac.uk/decolonising-law-schools/wp-content/uploads/sites/866/2020/09/Towards-Anti-racist-Legal-Pedagogy-A-Resource.pdf> (Accessed: 11 May 2023).

Resource aimed at assisting teachers to develop anti-racist pedagogy in their teaching in five of the six foundation subjects currently required for a qualifying law degree (QLD), including examples of good practice in legal education.

- Flowers, J. (2021) *Resources for working towards decolonising Law*. Available at: <https://rl.talis.com/3/westminster/lists/56F00545-7926-3764-190C-4082568CA9E3.html> (Accessed: 11 May 2023).

2024-25 to 2027-28 Access and Participation Plan

Resource aimed at assisting staff to change ingrained ideas around Law and encourage critical thought about what makes up what we understand to 'be' law and law practice. It is also to encourage students and staff alike to question their position within practising and working with 'law' and for those that benefit from the colonial system to start thinking about their place within that, too.

- Adébisí, F. (2023) *Decolonisation and Legal Knowledge: Reflections on Power and Possibility*. Available at: <https://www.vlebooks.com/Product/Index/3098233> (Accessed: 19 May 2023).

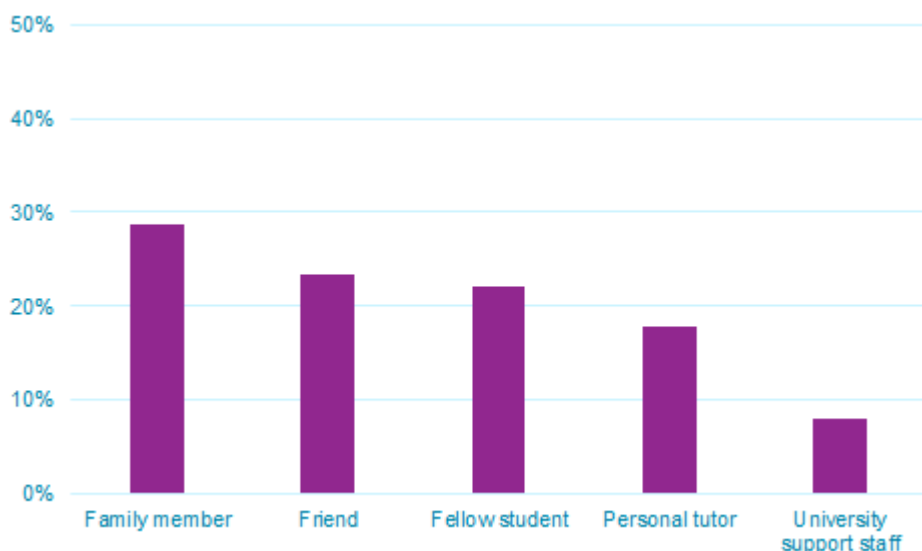
This book provides an examination of the meanings of decolonisation and explores how this examination can inform teaching, researching, and practising of law. It explores the ways in which the foundations of law are entangled in colonial thought and in its [re]production of ideas of commodification of bodies and space-time.

Activities 4 (academic writing support), 5 (staff training) and 6 (diversity of role models)

- ULaw Internal report (2021) 'BAME Student Experience Analysis', 2021.

Survey devised and delivered by D&I Advocates. Key findings of analysis: 84% of respondents felt that teaching staff have the most responsibility to make students feel like they belong. There was strong agreement to questions around the importance of mixing with people from diverse backgrounds, people from a similar background, and the importance of the ethnic backgrounds of ULaw staff. Respondents reported that if they experienced university related issues, they would be most likely to turn to a family member than a university staff member.

Graph 19. Agreement rates to question on who students would turn to if they experienced university-related issues



When asked specifically about approaching the Wellbeing Service if they needed support, less than 40% of respondents said they would feel comfortable in doing this. In relation to attainment, the analysis highlighted concerns around language and cultural barriers for ethnic minority students, the impact of outside influences such as family commitments, and more cultural similarities between tutors and white students. Over two thirds of respondents agreed that the attainment gap would decrease if the curriculum were more inclusive of the experience of black, Asian and minority ethnic groups. 85% of respondents said that minorities would perform better if diversity in teaching staff improved. 60% of respondents reported that they chose not to apply for a job because they did not believe the work environment was inclusive enough. Two thirds of respondents said that lack of role models and networking opportunities demotivated them from progressing into work.

- Carrington, B. and Skelton, C. (2003) *Re-thinking 'role-models': equal opportunities in teacher recruitment in England and Wales*. Available at: <https://www.tandfonline.com/doi/epdf/10.1080/02680930305573?needAccess=true&role=button> (Accessed: 13 June 2023).

2024-25 to 2027-28 Access and Participation Plan

The benefits of matching teachers in the school context to children of similar backgrounds may be helpful in bringing about a situation of greater justice and equity, and in the case of ethnic minority children, there are tangible benefits in having teachers who share the similar critical life experiences including those relating to racism. There are, however, also concerns with this approach as teaching is seen as a 'White' domain and teachers from ethnic minority backgrounds may encounter hostility and suspicion.

- Rana, K., Bashir, A, Begum, f. and Bartlett, H. (2022) *Bridging the BAME Attainment Gap: Student and Staff Perspectives on Tackling Academic Bias*. Available at <https://www.frontiersin.org/articles/10.3389/feduc.2022.868349/full> (Accessed 15 June 2023).

The report highlights the need to raise awareness of the importance of cultural competence among students and staff. It also mentions the need for a systematic approach to providing equality and diversity training for staff, arguing that enhancing cultural competence/awareness amongst academics will facilitate stronger relationships between students and staff. It also highlights that the increased recruitment and/or promotion of existing BAME academics exhibits an inclusive environment and provides student bodies with relevant role models.

- Arday, J., Branchu, C and Boliver, V. (2022) *What do we know about Black and minority ethnic (BME) participation in UK higher education*, Social Policy and Society, 21 (1). pp12-25. Available at: <https://dro.dur.ac.uk/35308/1/35308.pdf?DDD34+qcmt69+vbdv77+kswl88> (Accessed 15 June 2023).

The paper recommends that senior stakeholders at universities must consider the composition of their workforces and discern whether existing workforces are reflective of increasingly diverse university populations. Institutions need to commit to continuing professional development as a way of supporting staff and students in understanding the importance of a racial-diverse university community. After discussing the exclusion, marginalisation and 'othering' of BAME students with UK universities, the report explains how this takes its toll on mental health. The report highlights the need for culturally competent approaches to student services.

Activities 7 (professional preparation) and 8 (engagement with Professions and PSRBs)

- SRA (2022) *How diverse is the legal profession*. Available at: <https://www.sra.org.uk/sra/equality-diversity/diversity-profession/diverse-legal-profession/> (Accessed: 10 May 2023).

Continuing inequalities of certain groups within the professions and particularly at senior levels. For example, 5% of all lawyers are disabled compared to 14% of the workforce.

- BSB (2023) *Diversity at the Bar 2022*. Available at: <https://www.barstandardsboard.org.uk/uploads/assets/8e1b9093-b2f7-474f-b5faa3f205d26570/3b0a185d-7fa5-4a8f-a4fe29783387f40e/BSB-Report-on-Diversity-at-the-Bar-2022-FinalVersionv2.pdf> (Accessed: 10 May 2023).

Continuing inequalities of certain groups within the professions and particularly at senior levels. For example, 16.3% of barristers are from minority ethnic backgrounds, but only 10.5% of Kings Counsels.

- SRA (2023) *SQE1 January 2023 Assessment Report*. Available at: <https://sqa.sra.org.uk/exam-arrangements/sqe-reports/sqe1-january-2023> (Accessed: 15 May 2023).

Significant differences in SQE1 pass rates for different student groups: Asian/Asian British (47), Black/Black British (29), White (63). Negative gap in rates between disability reported (58%) and no disability reported (53%). Lower rates also identified for students who are: a) first in family to enter higher education b) attended no-selective state school c) from a working class or intermediate background.

- BSB (2021) *BPTC Key Statistics 2021. An analysis of students over three academic years*. Available at: <https://www.barstandardsboard.org.uk/uploads/assets/e7d22219-ffb2-4f36-a206b21736e2d2d8/BPTC-Key-Statistics-Report-2021-All-parts.pdf> (Accessed: 15 May 2023).

35% of UK/EU 2019/20 BPTC students who provided information on ethnicity were from a minority ethnic background and 21% declared a disability. When controlling for degree class and BPTC grade, UK/EU BPTC graduates from minority ethnic backgrounds who enrolled from 2014-2018 were less likely to have commenced

2024-25 to 2027-28 Access and Participation Plan

pupillage than those from White backgrounds (For example, of UK/EU domiciled BPTC graduates with an upper-second class degree and Very Competent overall BPTC grade, 41 per cent of them from White backgrounds had commenced pupillage, compared to around 23 per cent of those from a minority ethnic background with the same degree class/BPTC grade). For UK/EU domiciled BPTC graduates with an upper second class or lower second class degree, it seems that similar proportions of those with a declared disability and those without a declared disability gain pupillage once BPTC grade is taken into account. For those with a first-class degree, slightly greater proportions of those without a declared disability who enrolled between 2015-2019 had commenced pupillage.

- InterLaw Diversity Forum *Career Progression in the Legal Sector. Report 2021*. Available at: https://5aa06e50-1b3c-4843-b70a-a841ab933579.usrfiles.com/ugd/5aa06e_0e95456a2f564054be786cfd67356f95.pdf (Accessed 19 June 2023).

Report suggests that a third form of ‘capital’ influences career success in the legal sector alongside ‘Human’ capital and ‘Social’ capital. This is referred to as ‘Demographic’ capital, in which the source of the capital is not so much in individual achievements or even social networks, but ‘in the personhood of the individuals themselves’. It recommends that law firms need to change their cultures to become more meritocratic, through things like understanding and using data to shape change programmes, sharing best practice, adopting meaningful targets and report, launching learnership training and addressing social mobility.

- University of Law (2023) *New findings reveal the harmful effects of under-representation in UK policing*. Available at: <https://www.law.ac.uk/about/press-releases/under-representation-uk-policing/> (Accessed: 23 May 2023).

0.6% of senior police officers are from Black, Asian and Minority Ethnic communities in some areas and 24.4% of people from mixed or multiple ethnic backgrounds don’t see themselves represented by their police force. 28.4% of people who identify as LGBT disagree that they see themselves represented. 34.8% of respondents who don’t see themselves represented in their force say this negatively affects their relationship with the police: this increases to 36% among Black people and 50% among those from mixed/multiple ethnic groups.

Intervention Strategy 4: Barriers to Student Engagement

Activities 1 (provision of information) and 3 (improvement of communication of support)

- NSS Results (2022).

Lower agreement for black students (compared with all other ethnic groups), mature students (compared with young students) and students with a specific learning disability (compared with students with no known disability or ‘other disability’) to the question ‘I feel part of a community of staff and students’. Lower positive responses from Asian, black, mixed and other students (compared to white students) and lower responses of IMD Q1 students (compared to Q5 students) to ‘I have been able to contact staff when I needed to’.

- ULaw Internal Report (2022) ‘End of Course Key Focus Areas and Themes Report Summary 2022’.

Report highlights concerns around poor communication from key teams and academic support. It also highlighted the importance of how the University listens to and responds to feedback and concern: students feel we are dismissive of their concerns and/or complaints.

- ULaw ‘New Joiners’ survey 2022.

A substantial number of responses cite better communication as one thing the University could do to influence students to study with us, in particular response time.

- ULaw ‘First Impressions’ survey 2022.

Questions around atmosphere (sense of belonging, community) were the lowest scoring area for all students. Asian students had particularly low agreement rates to feeling like part of a community. Students aged 21-25 had low agreement rates for feeling part of a community and having a sense of belonging. Agreement rates for feeling treated

2024-25 to 2027-28 Access and Participation Plan

like an individual were low for students aged 21-35 students and for Asian students. Agreement on whether their on-course experience has matched their expectations was lower for Asian and black students compared to white students.

- Graduate Outcomes Survey (2022) Graduate reflections 2020-21.

Agreement to reflections questions: 'My current activity is meaningful,' 'I am utilising what I learnt during my studies in my current activity' and 'My current activity fits with my future plans' is lower for Asian and black students compared to white students. It is also lower for students with a known disability compared to those with no disability for all the questions, except for 'I am utilising what I learnt during my studies in my current activity.'

- Blake, S., Capper, G. and Jackson, A. (2022) *Building Belonging in Higher Education. Recommendations for developing and integrated institutional approach*. Available at: <https://wonkhe.com/wp-content/wonkhe-uploads/2022/10/Building-Belonging-October-2022.pdf> (Accessed: 11 May 2023).

Report identifies four foundations of belonging: connection, inclusion, support, and autonomy. Connection was found to have the greatest impact through opportunities for students to meet their peers, which helps them to develop networks and build their confidence. It also identifies three overarching barriers to belonging: blurring the lines between the course and 'everything else;' mental health; and cultural and systemic barriers. It includes a series of recommendations based on the experience of students and staff, which are believed will contribute to building a stronger sense of belonging. One of the recommended initiatives to support connection was to facilitate structured social time without an academic focus where students can meet others in a semi-formal setting.

- NUS and UUK (2015) *Breaking down the barriers to Student Opportunities and Youth Social Action*. Available at: <https://thelinkingnetwork.org.uk/wp-content/uploads/2019/06/Breaking-down-the-barriers-to-Student-Opportunities-and-Youth-Social-Action-2015.pdf>. (Accessed: 22 May 2023).

Report details multiple barriers to student engagement with volunteering opportunities and provides quality principles to support student opportunities and social action, as well as a framework to support universities and students' unions to remove barriers to these.

- Kahu, E. and Nelson, K. (2017) *Student engagement in the educational interface: understanding the mechanisms of student success*. Available at: <https://doi.org/10.1080/07294360.2017.1344197> (Accessed: 11 May 2023).

This article draws together several key ideas to offer a framework of student engagement. It uses a cultural lens to introduce the educational interface as a combining institutional and student factor.

Activity 2: Learner analytics

- Foster, E. and Siddle, R. (2019) *The effectiveness of learning analytics for identifying at-risk students in higher education*. Available at: <https://www.tandfonline.com/doi/abs/10.1080/02602938.2019.1682118> (Accessed: 11 May 2023).

This report found that no-engagement alerts were more efficient at spotting students not progressing and not attaining than demographic data. However, the odds of students with widening participation status generating an alert were on average 43% higher, demonstrating the potential of learner analytics systems to preferentially target support at disadvantaged groups without needing to target solely based on immutable factors such as their socio-economic background.

- TASO (2023) *Learning analytics (post-entry)*. Available at: <https://taso.org.uk/intervention/learning-analytics-post-entry/> (Accessed: 19 May 2023).

TASO's review of existing literature concluded that existing evidence suggests that 'interventions prompted by learning analytics systems can be effective' but notes that any impact is 'highly dependent on context and design choices'. The existing evidence base suggests that well-designed learning analytics interventions tend to improve students' outcomes. There is more causal evidence required, however, particularly in the UK context. TASO are currently undertaking two randomised control trials on the impact of learner analytics-prompted interventions and the results are due to be published in 2023.

2024-25 to 2027-28 Access and Participation Plan

Activity 4: Specific disability support

- Higher Education Commission (2020) *Arriving at thriving. Learning from disabled students to ensure accessed for all*. Available at: <https://www.policyconnect.org.uk/media/2211/download> (Accessed: 9 May 2023).

Many students are not fully able to access teaching and learning; disabled students face heavy bureaucratic and financial burdens; awareness and accessibility are needed to facilitate better social inclusion; information and advice are key to successful transitions.

- ULaw Internal Evaluation of pilot STEP-HE transition programme (2022).

Post-intervention surveys indicated student reported confidence had increased by 30.3% and 72.2% of participants identified as being less or no longer concerned following attending Step-HE. Longer term analysis has found that the retention rate of the sample group increased by 7%, 10.5% more students obtained a support plan with the University, and 6.6% more students were awarded the Disabled Students' Allowance, when compared with the students' experiencing disabilities who did not attend the programme.

- ULaw Evaluation of pilot ADHD coaching programme (2022).

Following the programme, data analysis of the pre and post surveys found that: student confidence levels in studying increased from 30% to 100%; student concerns captured before the intervention reduced in all identified categories; and participant skills in managing their presentation of ADHD increased in all areas. An unexpected outcome was students found the group coaching approach was effective and beneficial for community building, therefore we now have a student ADHD group chat.

- McNaught Consultancy Report (2022) 'University of Law Employability Services User Journeys Digital Accessibility report'.

ULaw commissioned a report to review the accessibility of ULaw employability services digital spaces. The report details 'what worked well', 'what worked but not consistently' and 'what can be improved'.

- Murin, M., Baykaner, O., Staunton, S., Cobb, R., Hellriegel, J., Anderson, S., & Skuse, D. (2016) 'Easing the transition to secondary education for children with autism spectrum disorder: An evaluation of the Systemic Transition in Education Programme for Autism Spectrum Disorder (STEP-ASD)'. *Autism: The International Journal of Research and Practice*, 20(5), pp.580–590. Available at: <https://pubmed.ncbi.nlm.nih.gov/26304678/> (Accessed: 19 May 2023).

STEP-ASD explores the experiences of children transitioning from primary to secondary school. The findings suggest that a low impact intervention (transitional support) reduced problem behaviours and distress in children with ASD as they transition into mainstream secondary school. This intervention is based on the principle of modifying the environment rather than the child via 'skills programmes'.

- Hillier, A., Goldstein, J., Murphy, D., Trietsch R., Keeves, J., Mendes E., and Queenan, A. (2018) 'Supporting university students with autism spectrum disorder'. *Autism*, 22(1), pp. 20-28. Available at: <https://pubmed.ncbi.nlm.nih.gov/28683558/> (Accessed: 19 May 2023).

Hillier et al. created a university specific transition programme for autistic students. The aim of study was to assist universities in preparing for increasing numbers of autistic students by evaluating the effectiveness at improving outcomes and support for students, based on a model of group support. Currently, there are few evidence-based interventions for autistic students and the level of participation in universities remains lower than that of students with other types of disabilities. The intervention improved the transitional experiencing of autistic students.

- Sedgwick-Müller, J.A., Müller-Sedgwick, U., Adamou, M., Catani, M., Champ, R., Gudjónsson, G., Hank, D., Pitts, M., Young, S., and Asherson, P. (2022) 'University students with attention deficit hyperactivity disorder (ADHD): a consensus statement from the UK Adult ADHD Network (UKAAN)'. *BMC Psychiatry*. 22;22(1), pp.292. Available at: <https://pubmed.ncbi.nlm.nih.gov/35459116/> (Accessed: 19 May 2023).

2024-25 to 2027-28 Access and Participation Plan

Sedgwick -Müller's statement explores the current experience of diagnosis and support for university students with ADHD. The consensus is there is an urgent need for timely access to treatment and management to reduce the impact on educational outcomes. The study concludes universities need to move away from treating students with ADHD as having a specific learning difference and to embrace a multimodal framework of support to close the educational gaps for these students.

Activity 5: Implementation of casework system and review of student choice around how disability information is shared

- Disabled Students' Commission (2023) *The Disabled Student Commitment*. Available at: https://s3.eu-west-2.amazonaws.com/assets.creode.advancehe-document-manager/documents/advance-he/The%20Disabled%20Student%20Commitment_1681910327.pdf (Accessed: 10 May 2023).

The report recommends that higher education providers agree to a number of commitments across the following areas: requests to share information; choosing a course of study; transition into the higher education community; on-course experience and moving forward out of study and into employment. In particular, it provides recommendations around sharing of information.

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

Provider name: The University of Law Limited

Provider UKPRN: 10039956

Summary of 2024-25 entrant course fees

*course type not listed

Inflation statement:

We will not raise fees annually for 2024-25 new entrants

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		N/A	9250
Foundation year/Year 0	*	N/A	*
HNC/HND	*	N/A	*
CertHE/DipHE	*	N/A	*
Postgraduate ITT	*	N/A	*
Accelerated degree		N/A	11100
Sandwich year	*	N/A	*
Erasmus and overseas study years	*	N/A	*
Turing Scheme and overseas study years	*	N/A	*
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	4625
Foundation degree	*	N/A	*
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: The University of Law Limited

Provider UKPRN: 10039956

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	£71,000	£81,000	£93,000	£107,000
Financial support (£)	NA	£203,000	£304,000	£350,000	£402,000
Research and evaluation (£)	NA	£150,000	£172,000	£198,000	£228,000

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 (£)	£24,000	£27,000	£31,000	£35,000
Access activity investment	Post-16 access activities (£)	£39,000	£45,000	£52,000	£60,000
Access activity investment	Other access activities (£)	£8,000	£9,000	£10,000	£12,000
Access activity investment	Total access investment (£)	£71,000	£81,000	£93,000	£107,000
Access activity investment	<i>Total access investment (as % of HFI)</i>	1.5%	1.5%	1.5%	1.5%
Access activity investment	<i>Total access investment funded from HFI (£)</i>	£71,000	£81,000	£93,000	£107,000
Access activity investment	<i>Total access investment from other funding (as specified) (£)</i>	£0	£0	£0	£0
Financial support investment	Bursaries and scholarships (£)	£150,000	£243,000	£280,000	£322,000
Financial support investment	Fee waivers (£)	£0	£0	£0	£0
Financial support investment	Hardship funds (£)	£53,000	£61,000	£70,000	£80,000
Financial support investment	Total financial support investment (£)	£203,000	£304,000	£350,000	£402,000
Financial support investment	<i>Total financial support investment (as % of HFI)</i>	4.2%	5.5%	5.5%	5.5%
Research and evaluation investment	Research and evaluation investment (£)	£150,000	£172,000	£198,000	£228,000
Research and evaluation investment	<i>Research and evaluation investment (as % of HFI)</i>	3.1%	3.1%	3.1%	3.1%

