

# The University of Law Limited 10039956

## Access and participation plan

### 2020-21 to 2024-25

This plan has been amended as a result of the request from Office for Students (OfS) for all providers with an access and participation plan to vary their plan to cover the 2023-24 academic year. Additional information has been provided in the following areas:

- new section 1.8: Review of data and targets for 2023-24 variation
- additional information of balance of investment in section 2.2: Aims and objectives
- new section 2.3: Addressing the Office for Students' priorities for access and participation in the 2023-24 academic year.
- additional information on financial support in section 3.2: Strategic measures
- additional information in section 3.3: Student consultation
- additional information in section 3.4: Evaluation strategy
- additional information in section 4: Provision of information to students

## 1. Assessment of performance

The University of Law 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
- Internally generated data

We have reviewed our performance in relation to:

- **gaps** between underrepresented groups and their peers
- **progress over time** in the gaps – note that our first Access and Participation Plan (APP) has not yet come into force so we have not historically had specific measures in place to narrow gaps

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

Unless otherwise stated, data is taken from the OfS Access and Participation dataset for full-time first-degree students; where data has been suppressed due to low student numbers, this is indicated with -. Data is provided for the most recent five-year time series available, with Year 1 being the earliest year and Year 5 the latest. The academic years that these correspond to varies between indicators, due to data availability and indicator definition:

- For access indicators, Year 1 corresponds to 2013-14, and Year 5 to 2017-18
- For continuation indicators, Year 1 corresponds to 2012-13, and Year 5 to 2016-17
- For attainment indicators, Year 1 corresponds to 2013-14, and Year 5 to 2017-18
- For progression indicators, Year 1 corresponds to 2012-13, and Year 5 to 2016-17

We have used POLAR4 as a measure of higher education participation. The participation of local areas (POLAR) classification groups areas across the UK based on the proportion of young people who participate in higher education. POLAR classifies areas into five quintiles based on the proportion of young people who enter higher education: quintile one shows the lowest rate of participation, quintile 5 the highest.

We have used IMD as an indicator of socio-economic status. The Index of Multiple Deprivation (IMD) 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 5 the lowest level of deprivation.

**1.1 Higher education participation, household income, or socioeconomic status**

Access: percentage of intake by year in each quintile

Access	Year 1	Year 2	Year 3	Year 4	Year 5
POLAR4 Q1	8	11	13	15	14
POLAR4 Q2	16	18	18	16	16
POLAR4 Q3	14	24	19	22	25
POLAR4 Q4	34	22	23	21	21
POLAR4 Q5	28	25	27	25	24

Access	Year 1	Year 2	Year 3	Year 4	Year 5
IMD Q1	23	26	33	30	29
IMD Q2	21	20	22	24	27
IMD Q3	13	16	14	14	17
IMD Q4	20	20	14	18	15
IMD Q5	23	18	16	14	11

As there are no significant gaps in our POLAR data we have chosen not to set a target based on this measure. We are, however, committing ourselves to maintaining this performance in line with the national Key Performance Metric (KPM) set by the OfS.

Compared to the 18 year old population we have a significantly higher proportion of IMD Q1 students, and a significantly lower proportion of IMD Q5, so we have chosen not to set a target based on IMD. We have used IMD in the intersections of disadvantage section below because the larger gaps were with IMD as an intersection rather than with POLAR as an intersection. For all of our targets involving IMD we will compare Q1-2 against Q3-5 for consistency for monitoring purposes.

Success: Continuation: percentage of students continuing from year 1 of study to year 2

Continuation	Year 1	Year 2	Year 3	Year 4	Year 5
POLAR4 Q1	-	-	-	90	95
POLAR4 Q2	-	-	90	95	90
POLAR4 Q3	-	-	85	-	89
POLAR4 Q4	-	95	-	-	94
POLAR4 Q5	-	-	-	-	94

Continuation	Year 1	Year 2	Year 3	Year 4	Year 5
IMD Q1	-	-	89	92	92
IMD Q2	-	90	90	96	89
IMD Q3	-	-	85	95	95
IMD Q4	-	-	85	-	91
IMD Q5	-	90	-	95	95

There are no significant gaps in continuation between students from areas in different POLAR quintiles or IMD quintiles. In line with the national KPM we will aim to maintain our performance according to these measures but we have not set ourselves a target based on them.

Success: Attainment: percentage of degrees awarded that are a 1<sup>st</sup> or 2.1

Attainment	Year 1	Year 2	Year 3	Year 4	Year 5
POLAR4 Q1	-	-	-	-	-
POLAR4 Q2	-	-	-	-	60
POLAR4 Q3	-	-	-	55	60
POLAR4 Q4	-	-	-	50	60
POLAR4 Q5	-	75	-	30	54

Attainment	Year 1	Year 2	Year 3	Year 4	Year 5
IMD Q1-2	-	55	40	52	49
IMD Q3-5	45	70	55	50	57

There is no significant gap in attainment between students from different POLAR quintiles. There is a gap in the attainment of students from IMD Q1-2 areas compared to Q3-5 areas. We have set ourselves a target to address this attainment gap.

Progression to employment or further study

Progression	Year 1	Year 2	Year 3	Year 4	Year 5
POLAR4 Q1-2	-	-	-	-	85
POLAR4 Q3-5	-	70	80	60	76

Progression	Year 1	Year 2	Year 3	Year 4	Year 5
IMD Q1-2	-	-	65	-	75
IMD Q3-5	-	70	75	75	75

There are no gaps in our POLAR4 quintile progression data. Our internal data suggests there is a gap in progression between students from IMD Q1-2 areas and Q3-5 areas, the size of this gap varies widely across the years analysed. We have therefore set ourselves a target to eliminate this gap in progression and ensure consistency in progression of our IMD Q1-2 students.

## 1.2 Black, Asian and minority ethnic students

Access: percentage of intake by year in each group

Access	Year 1	Year 2	Year 3	Year 4	Year 5
Asian	23	30	31	28	31
Black	10	9	10	9	9
Mixed	6	5	8	9	6
Other	6	2	5	5	4
White	56	54	47	48	49

There are significant gaps between the ethnicity breakdown of our 18 year old students and the 18 year old population as a whole: we have a greater proportion of BAME students than the population as a whole and consequently a lower proportion of white students.

Success: Continuation: percentage of students continuing from year 1 of study to year 2

Continuation	Year 1	Year 2	Year 3	Year 4	Year 5
Asian	-	-	87	92	91
Black	-	-	-	90	90
Mixed	-	-	-	-	90
Other	-	-	-	-	-
White	-	95	92	95	95

Continuation for white students is higher than other ethnicities. Continuation is broadly similar for all non-white ethnicities; we have set a target to reduce the gap between white and BAME students.

Success: Attainment: percentage of degrees awarded that are a 1<sup>st</sup> or 2.1

Attainment	Year 1	Year 2	Year 3	Year 4	Year 5
Asian	-	-	-	35	38
Black	-	-	-	-	-
Mixed	-	-	-	-	-
Other	-	-	-	-	-
White	50	75	60	53	66

The table above is taken from the Access & Participation data set. Because of the suppressed data we have combined our internal data over several years, set out in the table below:

Attainment	Year 1-3	Year 2-4	Year 3-5
Asian	37	41	41
Black	37	43	38
Mixed	45	41	37
Other	36	57	50
White	64	62	59

There are notable gaps in attainment between white students and other ethnicities. We have set ourselves a target to reduce the attainment gap between black and white students in accordance with the national KPM, and a target to reduce the attainment gap between Asian and white students as we have a large number of Asian students. We have set our targets to halve the attainment gap for these two groups by 2025 as the gaps are currently quite large. We hope that once our first plan starts to take effect and our strategic measures have an impact these gaps will begin to reduce rapidly. Our internal value-added analysis indicates that whilst there is a performance gap between white students and BAME students with similar entry qualifications to be eliminated, there is also a structural gap in the types of entry qualifications white and BAME students enter with that is also affecting the gap in outcomes. Our longer term ambition in line with the OfS national KPM is to eliminate these gaps entirely by 2030-31.

We have also set an intersection target based on attainment and ethnicity, set out below.

Progression to employment or further study

Progression	Year 1	Year 2	Year 3	Year 4	Year 5
BAME	-	-	-	-	75
White	-	65	75	-	78

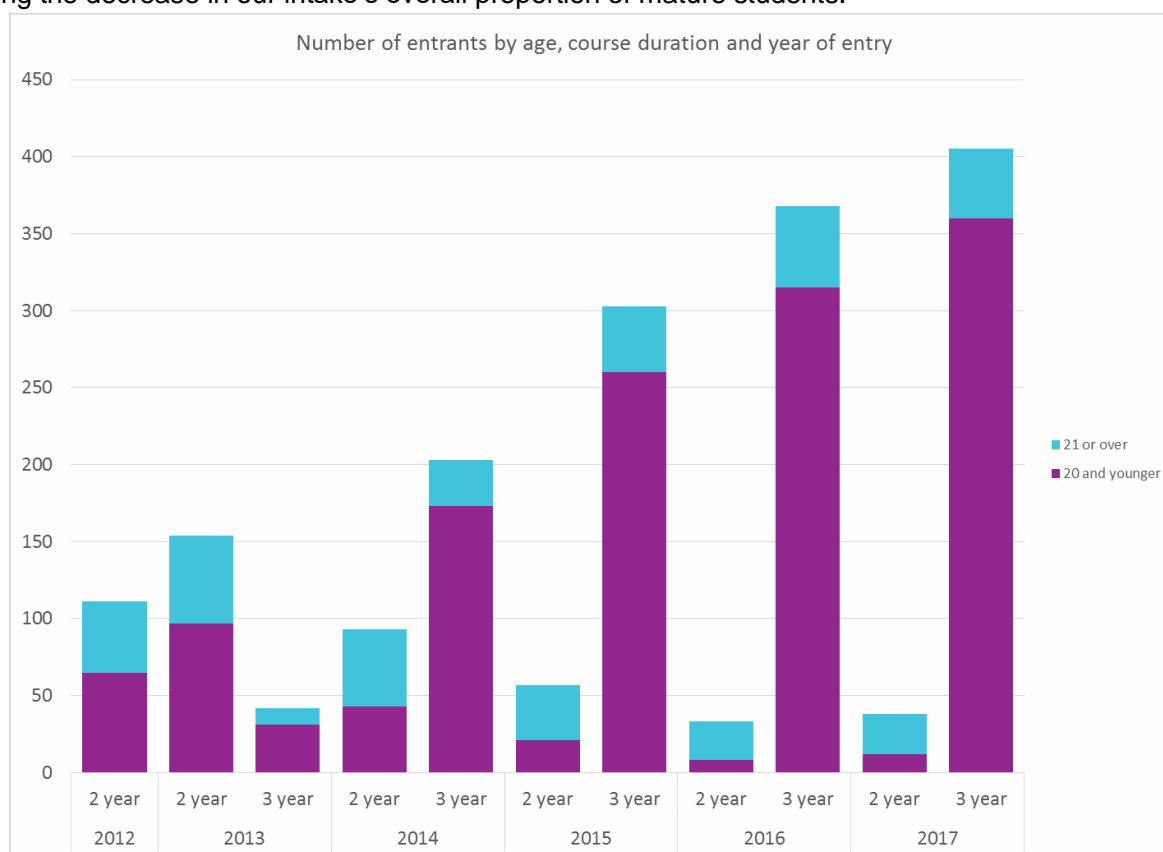
There is a small gap in progression between white students and other ethnicities. We have not set ourselves a target on this in order to focus our attention on the larger gaps identified in this assessment of performance. We will, however, review this gap and aim to reduce it through our wider strategic measures on progression.

### 1.3 Mature students

Access: percentage of intake by year in each group

Access	Year 1	Year 2	Year 3	Year 4	Year 5
<b>Under 21</b>	<b>73</b>	<b>76</b>	<b>81</b>	<b>82</b>	<b>85</b>
<b>Age 21 and Over</b>	<b>27</b>	<b>24</b>	<b>19</b>	<b>18</b>	<b>15</b>
Age 21-25	14	16	11	12	10
Age 26-30	4	3	4	3	3
Age 31-40	7	3	3	2	1
Age 41-50	0	1	1	2	1
Age 51 and Over	0	0	0	0	0

As the chart below shows, the growth in our student numbers over the last three years is mostly younger students on our three year degree programmes. The proportion of mature students on our two year degree programme has remained relatively consistent, as has the size of the intake. This is driving the decrease in our intake’s overall proportion of mature students.



Success: Continuation: percentage of students continuing from year 1 of study to year 2

Continuation	Year 1	Year 2	Year 3	Year 4	Year 5
Under 21	-	97	93	95	93
Age 21 and Over	85	90	79	87	90

There is a gap between continuation of young and mature students, which we have set as a target to eliminate.

Success: Attainment: percentage of degrees awarded that are a 1<sup>st</sup> or 2.1

Attainment	Year 1	Year 2	Year 3	Year 4	Year 5
Under 21	50	70	45	49	57
Age 21 and Over	-	-	-	-	45

There is a gap between attainment of young and mature students, we have set a target to reduce this gap.

Progression to employment or further study

Progression	Year 1	Year 2	Year 3	Year 4	Year 5
Under 21	-	70	72	65	79
Age 21 and Over	-	-	-	-	-

Because the dataset has suppressed annual figures of mature students for data protection reasons we have reviewed our internal data, but we have insufficient data on the progression of mature students to be able to draw any conclusions. We will review when we have more available data.

## 1.4 Disabled students

Access: percentage of intake by year in each group

Access	Year 1	Year 2	Year 3	Year 4	Year 5
<b>No Known Disability</b>	<b>79</b>	<b>85</b>	<b>82</b>	<b>83</b>	<b>82</b>
<b>Disabled</b>	<b>21</b>	<b>15</b>	<b>18</b>	<b>17</b>	<b>18</b>
Cognitive And Learning	6	4	8	6	4
Mental Health	4	4	3	5	5
Multiple Conditions	7	5	5	5	6
Sensory, Medical And Physical	3	2	0	1	2
Social And Communication	0	0	1	0	0

The University of Law has consistently had a higher proportion of students with a disability than the wider sector, in particular those with mental health conditions and multiple conditions. For data protection reasons, Success and Progression data below is not split by disability type.

Success: Continuation: percentage of students continuing from year 1 of study to year 2

Continuation	Year 1	Year 2	Year 3	Year 4	Year 5
No Known Disability	94	95	88	93	92
Disabled	-	-	-	-	91

There is a small, but not significant, gap in continuation rates for students with and without a disability.

Success: Attainment: percentage of degrees awarded that are a 1<sup>st</sup> or 2.1

Attainment	Year 1	Year 2	Year 3	Year 4	Year 5
No Known Disability	52	65	47	49	55
Disabled	-	-	-	50	53

Again, the attainment gap between students with and without a disability is small but not statistically significant. As this is a national KPM we will review and aim to maintain our performance in this area but we will not include it as a target so we can focus on our larger gaps.

Progression to employment or further study

Progression	Year 1	Year 2	Year 3	Year 4	Year 5
No Known Disability	-	65	71	70	77
Disabled	-	-	-	-	-

Our internal data on progression for disabled students indicates a sizeable gap between disabled and non-disabled students. We have set ourselves a target to reduce this gap.

1.5 Care leavers

Access: percentage of intake (from internal data)

	2012	2013	2014	2015	2016	2017	2018
% of intake	0	0	< 1%	< 1%	0	1.20%	1.60%

We have set a target to increase our proportion of care leavers rather than to eliminate the gap in access as there is insufficient reliable information on the actual gap.

Success: Continuation: percentage of students continuing from year 1 of study to year 2

Details are not published for data protection reasons due to the small number of students. We have reviewed this data internally and are satisfied that our care leavers have similar, or better, continuation rates to the rest of their cohorts.

Success: Attainment: percentage of degrees awarded that are a 1<sup>st</sup> or 2.1

Details are not published for data protection reasons due to the small number of students. All care leavers who started in 2014 and 2015 successfully passed their degree.

Progression to employment or further study

Details are not published for data protection reasons due to the small number students.

1.6 Intersections of disadvantage

We have used IMD in the intersections of disadvantage section below because the larger gaps were with IMD as an intersection rather than with POLAR as an intersection.

Access: IMD and ethnicity

	Year 1	Year 2	Year 3	Year 4	Year 5
IMD Q1-2, White	30	30	60	60	90
IMD Q3-5, White	60	90	90	120	130
IMD Q1-2, BAME	40	80	120	140	170
IMD Q3-5, BAME	30	40	50	60	70
Q1-2:Q3-5, White	0.50	0.33	0.67	0.50	0.69
Q1-2:Q3-5, BAME	1.33	2.00	2.40	2.33	2.43

In comparison with other ethnicities, our white students are far less likely to be from an IMD Q1-2 area than an IMD Q3-5 one. We have therefore set a target to increase the proportion of white students who come from an IMD Q1-2 area.

#### Attainment: IMD and ethnicity

Attainment	Year 1	Year 2	Year 3	Year 4	Year 5
<b>IMD Q1-2</b>	-	<b>55</b>	<b>40</b>	<b>52</b>	<b>49</b>
IMD Q1-2 BAME	-	-	-	45	35
IMD Q1-2 White	-	-	-	-	70
<b>IMD Q3-5</b>	<b>45</b>	<b>70</b>	<b>55</b>	<b>50</b>	<b>57</b>
IMD Q3-5 BAME	-	-	-	-	45
IMD Q3-5 White	50	75	-	55	61

Although there is a gap in attainment between white and BAME students from all backgrounds, the gap is wider for students from IMD Q1-2 areas than those from IMD Q3-5 areas. As approximately a quarter of our students are BAME from an IMD Q1-2 area, we have chosen to address this intersection in our targets rather than the overall gap between white and BAME students. This is in addition to our targets to reduce the gaps between white and black students, and white and Asian students.

### 1.7 Other groups who experience barriers in higher education

We have started to collect information of other groups from our 2018 intakes, so are unable to analyse continuation, attainment or progression at this stage. Our 2018 intakes have the following characteristics:

	% of intake
Has a care responsibility	4.6
Estranged from family	3.8
From a military family	1.3

We will look further into the characteristics of our cohorts to better understand how to support them.

### 1.8 Review of data and targets for 2023-24 variation

We have taken the opportunity of the 2023-23 APP variation process to review our data and targets in light of the Covid-19 pandemic, the impact of which could not have been foreseen when this original plan was written in 2019. Our analysis of our most recent data suggests that all our existing targets are still applicable as those gaps still exist, but that in addition we have identified a completion gap for mature students. As we already have targets for mature student continuation and attainment, and as our completion rates in general have been affected by our decision to grant automatic concessions due to Covid-19 for assessments between March 2020 and 31<sup>st</sup> July 2021, we will carefully review this and consider including a relevant target in our 2024-28 plan.

For our 2024-28 plan we will review our data and targets in relation to the replacement of Destinations of Leavers from Higher Education (DLHE) with Graduate Outcomes, and we will consider the use of additional measures of socio-economic disadvantage such as eligibility for Free School Meals.



## 2. Strategic aims and objectives

### 2.1 Target groups

The overall themes of our performance are similar to our previous Plan: we have a diverse student body with strong representation of students from BAME backgrounds, areas with lower HE participation, and students with disabilities. We do, however, continue to have some gaps in outcomes for mature and BAME students.

We have identified that there is a greater correlation between IMD background and outcomes than POLAR background and outcomes, particularly when combined with other student demographic measures such as ethnicity or age. Analysis of these intersections has added depth to our understanding of some of the higher-level gaps. This has highlighted that some of our previously-identified overall gaps affect certain subgroups of students more than others, which will allow intervention activities to be more targeted within an umbrella programme.

Our strategic focus, therefore, will be in improving outcomes for students from IMD Q1-2 areas, and students from BAME backgrounds. As set out below, we will undertake work to understand more fully the impact on the nearly half of our students who fall into at least two underrepresented groups of those multiple areas of disadvantage.

### 2.2 Aims and objectives

Our overarching strategic aim is to reduce, and eliminate where possible, our gaps in access, success and progression. We attract a diverse student body, so although we will continue to develop and improve our access activities, our strategic focus is on improving continuation and attainment rates for identified groups, and progression into work or further study. Our University strategic plan sets out our vision: to be the professional university of choice for students of law and of business, delivering an outstanding academic and employment-focused student experience. Our academic programmes are therefore different from those offered in many universities: more practical, more task-focused, with real-life scenarios to prepare our students for the work-place; and employability is embedded throughout our curriculum, and this is attractive to students from underrepresented groups who may be reluctant to engage in a more purely academic programme. This differentiating offer, together with the fact that we have seven campuses offering undergraduate programmes across the country, means we have a high proportion of local students (over 75% living in the local or adjacent Travel To Work area) often referred to as “commuter” students. As a strategic aim we want to be sector-leading in understanding the challenges faced by commuter students and developing initiatives to ensure they have a high quality student experience and excellent outcomes.

Our Targets and Investment Plan sets out in detail our specific aims and targets. In the access stage of the student lifecycle we aim to increase the enrolment of care leavers and white economically disadvantaged students. We have set specific targets for a reduction in the gaps in our attainment rates by 2025: to eliminate the gap in attainment between students from IMD Q1-2 and Q3-5 areas by 2025; to halve the gap between white and black students, and white and Asian students by 2025; to reduce the gap between white and BAME students from IMD Q1-2 areas to 20pp by 2025; and to reduce the gap between young and mature students by 2025. We aim to eliminate the gap in continuation rates of white and BAME students, and young and mature students by 2025, and also to eliminate our progression gaps for students from IMD Q1-2 areas and disabled students by 2025. Our strategic aim is to eliminate all gaps identified in our assessment for performance by 2031 and to maintain our performance in all other areas.

Our Targets and Investment Plan also sets out our investment for access and participation. The University currently has a high/high to medium proportion of students from underrepresented groups and as such it plans to invest 18.2% of higher fee income into initiatives across access, success, progression and financial support. The balance of investment has been guided by the University's assessment of our own performance and has been revised as a result of reviewing our financial support provision as part of the 2023-24 variation process:

Area of investment	Percentage of APP spend 2020-21 to 2022-23	Percentage of APP spend 2023-24	Percentage of APP spend 2024-25	Percentage of APP spend 2025-26
Access	10%	9%	8%	8%
Success	50%	43%	39%	32%
Progression	15%	14%	13%	13%
Hardship	6%	6%	6%	6%
Research and evaluation	19%	18%	17%	17%
Bursaries	n/a	10%	17%	24%

Investment has been provided for 3 years to show the gradual introduction of bursaries through new student intakes. Please see the Financial Support section for the reasons why we have amended our balance of investment.

### 2.3 Addressing the Office for Students’ priorities for access and participation in the 2023-24 academic year

**Priority A:** Make access and participation plans more accessible in a way that prospective and current students, their parents and other stakeholders can easily understand.

We have completed a summary of this plan which has been written in a way students and parents can readily understand and we will publish this on our website. We also plan to work with our students to create a video summary to provide additional accessibility to the plan and will publish this on our website.

**Priority B:** Develop, enhance and expand their partnerships with schools and other local and national organisations, to help raise the pre-16 attainment of young people from underrepresented groups across England.

As a small, specialist and multi-campus provider with few access gaps we have had very little previous involvement in either pre-16 or attainment-raising work. We plan to grow our expertise in this area and develop work in four strands:

1. Engagement with Uniconnect. We plan to strengthen our involvement with the UniConnect consortia local to our undergraduate campuses and contribute our specialist subject knowledge to their attainment-raising activities.
2. School partnerships. We plan to develop partnerships with a small number of highly targeted schools local to our undergraduate campuses to co-create a programme of targeted and sustained attainment-raising activity.
3. Remote attainment-raising. As a multi-campus institution that also offers online programmes, we have national reach through our existing information, advice and guidance engagement with schools. We plan to enhance this existing engagement by providing remotely-accessible attainment-raising learning materials and resources.
4. Wider ways of engagement. We plan to support schools more widely through our unique nature as a provider with a staff and student body with legal expertise, by exploring how we can

support with school governance through our staff volunteering and student ProBono opportunities.

**Priority C:** Set out how access to higher education for students from underrepresented groups leads to successful participation on high quality courses and good graduate outcomes.

Our Access and Participation Plan is already heavily focused on improving participation in our courses and on our students achieving good quality outcomes through our seven targets for success and two for progression. We are committed to aligning our plan's targets to address the student outcome and experience indicators as measured by the Teaching Excellence Framework and the metrics proposed to be measured as part of the B3 condition of registration. For this reason, and from the analysis of our own data, we will be considering the addition into our 2024-28 plan of a target on completion for mature students. We also plan to ensure that our work with mature students is targeted to the specific age-bands in which our data suggests there are gaps.

We are also aware of the key role that financial issues play in students' ability to complete their courses, attain a good degree and progress into further study or employment. For this reason, and considering the increased cost of living that our students are facing, we have decided to provide additional financial support to our students from the lowest household incomes (please see Financial Support section).

**Priority D:** Seek to develop more diverse pathways into and through higher education through expansion of flexible Level 4 and 5 courses and degree apprenticeships.

We offer a solicitor degree apprenticeship programme which is very successful and expanding; it started in 2017 with 24 apprentices and we now have over 580 apprentices. We are planning to increase this provision with the introduction of a new Level 3 paralegal apprenticeship in September 2022 to provide a route into the solicitor apprenticeship for students who do not gain the entry requirements for direct entry. We are also planning to introduce a Level 6 legal executive apprenticeship to provide an additional option for students who require more flexibility in progressing towards the Solicitor Qualifying Examination. We are investigating apprenticeship opportunities across our other programmes such as business and policing.

### 3. Strategic measures

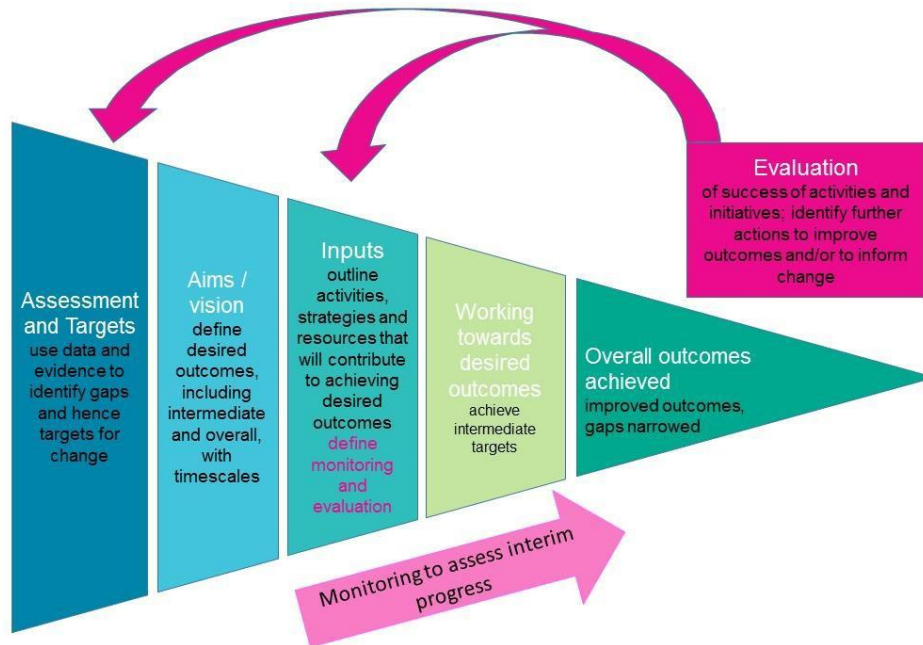
#### 3.1 Whole provider strategic approach

##### Overview

The University's first Access and Participation Plan (APP) comes into effect on 1 August 2019. We have been working on delivering interim milestones and setting up systems and processes for full implementation. Defining specific initiatives for our 2020 APP seems premature, given that we have not been able to evaluate the impact of even the pre-2019 milestones. As set out below, therefore, we are suggesting a more strategic approach in this plan, which includes a major piece of internal research, and continuation of ongoing initiatives outlined in our 2019 APP.

The Widening Participation and Access Committee of the Academic Board determines our strategic approach and leads our work. It meets every six weeks. The Committee has a number of working groups which undertake day-to-day implementation of initiatives and activities, tracking against dates and monitoring impact. These working groups are: data and evaluation, learner analytics (soon to be incorporated into data and evaluation, but set up as its own working group during the procurement and setup phase), access, success and progression. Students are members both of the Committee and the working groups and play a key role in defining and implementing our strategy. Over 30 staff are formally involved, but we ensure that all staff have the opportunity to input via Executive Board sessions at all campuses, a dedicated project site on the University Intranet and at the University's annual

internal Learning & Teaching Conference. Staff and students represent the University at external conferences, feeding back what they have learned via the working groups and our dedicated internal intranet site. The Widening Participation and Access Committee reports to the Academic Board, which in turn reports to the Academic Standards Committee of the University of Law Board, ensuring engagement of our governing body in our access and participation work.



This representation of the University’s theory of change model was developed through consultation with staff and members of the Student Association; it was agreed that the shape helps to reinforce the message that we must focus on narrowing, indeed eliminating, gaps. This theory of change approach informs our work at a strategic level. At a project level we are using a logic chain framework to define each project in more detail and link it to the overall strategic theory of change. Our project initiation and funding process requires the creation of the relevant logic chain and the provision of evidence and rationale behind the project. This will be explained in more detail in the evaluation section.

**Alignment with other strategies**

The University’s access and participation strategy closely aligns with our Equality and Diversity policy and both will be overseen by our newly appointed Head of Access and Participation who started in July 2019.

As indicated in Target Groups above, as a broad aim the University will focus on improving outcomes for students from IMD Q1-2 areas, and BAME students. This aim is a central driver of a review of our undergraduate law degree(s), instigated by our Vice Chancellor, being undertaken over the next six months, and a parallel review of assessment. Barriers to assessment and to learning has been a key discussion point in recent training undertaken by the Academic Registrar at all campuses, and staff have been encouraged to participate in the reviews and/or to submit ideas. This is likely to lead to changes in our strategies for learning and teaching, assessment, and equality, diversity and inclusion.

Alignment with our Employability Strategy is set out below in the progression section.

## 3.2 Strategic measures

### Strategic programme

Analysis of our data, in the context of the very useful OfS Access & Participation Data Set, has confirmed to us that we have a number of key gaps (which we knew already) but helped us better understand the intersections, and better understand the compounded impact on students of being in a number of disadvantaged groups.

Under the leadership of our newly appointed Head of Access and Participation, therefore, we are instigating a programme which will be designed to determine and then address issues for students who are from:

- IMD Q1-2 areas, and/or
- BAME backgrounds

This programme, which will follow our theory of change model, will first review the data gaps (including further disaggregation and analysis of granular intersections), gather other quantitative and qualitative evidence including interviews with students and staff, together with research and input from the broader sector. We will then define the programme, its overall aims, vision and desired outcomes, and a range of activities to deliver those outcomes. This will include a review of the curriculum, delivery model, learning resources, and assessment. We will review student learning support services. We will identify barriers which are currently preventing some of our students from achieving their full potential, on course and into the workplace. Resource needs will be identified and we will follow our standard process for approval of that resource. We will establish appropriate time frames and monitoring and evaluation requirements, informed by the OfS Evaluation Toolkit. We will ensure that we feed the outcomes of this programme into the national What Works evidence and impact exchange. The research stage of this programme will be completed by September 2020. The timescales for the definition of the programme and the implementation of it will be dependent upon the research stage and will be identified in due course.

As part of this strategic programme we will also carry out a research project on “commuter students”. Although “commuter students” are not classified by the OfS as target group, a high proportion of these students will fall into identified OfS target groups and therefore knowledge of the specific challenges they face is important. As mentioned above, the majority of our students (at least 75%) live at home and travel in to campus. Based on qualitative feedback from our campuses we believe that commuting has a significant impact on some of our students. We need to understand better the pressures that this may bring and identify potential mitigation and support we can put in place. This may vary between campuses, which have very different demographic profiles. This understanding, together with more comprehensive data relating to where students live, and why, is likely to be an important source of evidence for the strategic programme itself.

The introduction of this strategic programme will be a major project, with significant investment. It is now possible for us to undertake this type of programme given the investment in full-time staff to deliver our widening participation strategy.

### Strategic Measures

Delivery of our first APP begins in August 2019. As discussed above, the gaps identified have remained consistent, albeit that we now have deeper understanding of those gaps. Rather than ignore the work done last year in identifying initiatives and actions, we intend to roll over the APP 2019 measures, updating the targets set last year (which have been reviewed for ongoing validity). As our



experience in widening participation and access develops, we will of course review and approve new initiatives, further informed by sector practice and research.

### Access

Our strategic programme identifies our overarching target groups as IMD 1-2 and BAME students. These students are, however, well represented at the University and do not require support at the access stage of the student lifecycle. Our identified target groups for access are white economically disadvantaged students and care leavers. To address the gaps in enrolment for these groups we are putting in place the three measures below. These are intended to increase enrolments

- by increasing the attractiveness of the University to these student groups
- ensuring our Domestic Student Recruitment (DSR) team are working with these student groups
- ensuring our admissions process encourages these student groups to apply and takes into consideration the disadvantage they have faced

Significant development of our website (a year-long project) is under way to include a home for Widening Participation and Access (WP) content focusing on particular groups, including care leavers and white disadvantaged males (as they are our target groups) but also for other underrepresented groups in higher education such as mature students. This will need careful creation with the help of the new Head of Access and Participation, in addition to input from our Domestic Student Recruitment Team (DSR) and our students. The Student Association President has been active in ensuring that we have feedback from the student body, in particular commenting on what packaging-up of initiatives may look like from a student point of view. We aim to create the content for the website by December 2019, ensuring there is ample time for student collaboration. We plan for the changes to go live on our website by the end of the 2019/20 academic year. As we progress as an institution in terms of the delivery of our Access and Participation Plan, this section of the website will be a key transparent place to communicate with staff and students about our aims and our progress towards achieving them.

Access initiatives have increased significantly in 2018/19, benefiting from the creation of campus-based champions, with a particular increase in outreach work in schools and colleges. Recruitment and outreach teams at each campus, a number of which have recently been enhanced by recruitment of new staff with significant sector WP experience, are now developing their own plans based on our assessment performance above. These plans are being developed at the campus level to reflect the differences in local demographics, to enable local collaborative opportunities and to ensure local ownership. Each plan will therefore have its own approach to engaging with the University target groups, for instance identifying the local IMD Q1-2 areas, and local care leaver groups and organisations. Summer schools are being rolled out this summer, delivering existing content intended to facilitate transition to Higher Education. Careful analysis of what works well for our target students will inform future changes and result in a more bespoke offering. Tracking of the students engaging with this activity needs to be a key development point for DSR with their use of the University's CRM.

The Access working group, working together with the Admissions Committee of the Academic Board, has started to investigate if the introduction of a contextual admissions process could reduce the enrolment gap for underrepresented groups, and in particular white economically disadvantaged students and care leavers. This has included significant assessment of practise already in place across the sector and an assessment of how this would need to be complemented by success and progression initiatives that provide target groups with support throughout their student journey. The working group is mindful that any such initiative needs clearly to add to our offering and not be overcomplicated nor a token gesture.

## Success

Success initiatives, including those to ensure continuation, completion and achievement, have been allocated the majority of the University's budget allocation for Widening Participation and Access. This is where we have our biggest gaps, discussed above, and where we have agreed – strategically – we need to invest most in terms of time and resources. Our success work so far and the work specified in our 2019 APP for the 2018/19 year has been delivered to support all underrepresented groups. This section will summarise this work and then detail three specific initiatives aimed at increasing attainment and continuation for our target groups as determined in our strategic programme: IMD Q1-2 and BAME students.

### ***Supporting underrepresented groups***

As set out in our 2019 APP we delivered a number of preparatory milestones in the 2018-19 academic year. Due to the timing of this submission, we do not yet have continuation or pass rate data to enable us to evaluate the impact to date of these initiatives, however, we include a record below for completeness:

To improve the continuation rate of students who have declared a disability by the end of Year 1, in particular those who did not declare during the application process, we have:

- Rolled out early induction for sub categories of disability across campuses.
- Improved communication to disabled students early on in the course.
- Provided staff training on inclusive learning environments.
- Provided mental health training to over 200 staff across all campuses.

To improve the pass rate of students who have declared a disability we have:

- Created an inclusion checklist to make assessments more accessible for disabled students.
- Implemented the flagging of scripts for dyslexic students to markers.
- Applied the Office of the Independent Adjudicator for Higher Education's guidance for best practice across University policies and activities.
- Encouraged students to apply for Disabled Students' Allowance funding for additional support.

To improve outcomes for all students we have:

- Moved toward inclusive course design to maximise success opportunities (see strategic programme outlined above also). The Disability Support Services (DSS) Manager is working with other colleagues to promote inclusive design of programmes from their inception, with the aim being to reduce the requirement for individual adjustments where possible.
- Delivered study skills workshops, using multi-media to reach a wider audience.
- Actively promoted Skills4Study, a package of online interactive study skills modules. These modules provide a good practical approach to the application of study skills in HE. They are particularly useful for students who are unfamiliar with the UK education system, have taken a break from study or may struggle with the transition between school and university.
- Developed new areas on the VLE specifically to assist students on a break from study or resitting.

Initiatives are under way to deliver our 2019 APP, covering the years from 2019 – 2023, which are fundamental to delivering the targets for this 2020 APP also. Examples of measures include:

- Keeping in Touch (KIT) programme for students taking a break from studies, with a new area on the VLE.

- Embedding our mental health training and support strategy which ensures staff have the knowledge and skills to react appropriately where there are concerns about student mental health.
- Recruitment in 2019 of an additional mental health advisor, some of the funding for which will come from our grant funding (to support students with a disability). This is to reflect the increase in causes for concern cases arising over the academic year 2018/19; the advisor will also support students either in studying, or through a temporary break in their studies, to ensure the best possible outcomes for students with mental health issues.
- Recruitment of an additional welfare manager in 2019, whose role is to ensure that welfare officers are working in a coordinated way, sharing good practice and using the same evaluation methods. Some of the funding for this role is attributed to our APP budget, some from the Business as Usual budget.
- Recruitment of additional welfare officers, to provide face to face support at all campuses.
- Recruitment, from September 2019, of Study Skills trainers to deliver one-to-one appointments and face-to-face workshops at all of our campuses. These appointments are currently only offered at the London campus. These face-to-face workshops will be complemented by a programme of online workshops and additional workshops and one-to-one assistance offered by the library on research and referencing.
- Study skills events are also offered to students prior to their induction at the University, facilitating their transition to HE, and to their course, minimising any anxiety about joining us and building relationships and a sense of belonging before their course begins.
- A pilot Disability Mentoring Scheme has been delivered at our London campuses to assist students in their career development; matching students with a particular specific learning difficulty (SpLD) to a mentor in a law firm with the same learning difficulty. The scheme has been extremely successful and further embeds in our students the understanding that SpLDs/disabilities should not be seen as a barrier to success. Following this pilot scheme, the DSS team is now working with the Employability Service to ensure this can be rolled out across campuses alongside the existing Employability mentoring scheme.
- Wellbeing events held at campuses, focusing on mental and physical wellbeing, for both students and staff.
- Assessment of financial skills packages as a financial management tool for students.
- The Birmingham campus has launched a collaboration with Birmingham Black Lawyers to run events and initiatives focusing on mentoring, support and employability for BAME students.
- The DSS has also been working closely with the Disability Officer from the University's Student Association to ensure student consultation and feedback remains at the heart of our service development. The Disability Officer is able to act as a spokesperson for students who may not wish to come forward themselves.
- All staff are required to complete online Safeguarding and Prevent training within a month of starting work; and Modern Slavery and Equality & Diversity training within three months (with repeat training). We also deliver face-to-face unconscious bias training, trans training, handling difficult conversations and mental health training.

All of the initiatives mentioned above will be evaluated in line with our evaluation framework as detailed in the evaluation section.

### ***Learner Analytics***

The University reviewed evidence from the sector that learner analytics can be a powerful tool in supporting students from all backgrounds, but in particular can be useful in identifying and supporting students who may not be engaging fully in their learning, connecting with them earlier and monitoring the effectiveness of interventions. It is in this light both a measure to enhance continuation and



attainment as well as an important means of data collection for the evaluation of other projects. As learner analytics will enable us to view groups of students based on different characteristics it will allow us to target interventions at our identified target groups of IMD Q1-2 and BAME students more easily. It will also allow us to assess the success of initiatives specifically aimed at these target groups.

A thorough procurement process was undertaken in order to select an external provider, with full engagement of the Executive Board, the Vice Chancellor and the Student Association. Solution Path has been confirmed as the provider and we will be undertaking a full pilot at our Birmingham Campus during 2019/20, with a view to rolling out at all campuses once any teething issues have been resolved. Considerable thought was put into the location of our pilot campus. Over the last three years of entry, Birmingham and London have had a similar profile of disadvantage; although its numbers are smaller, Birmingham has a slightly higher profile of underrepresentation:

Entry 2016, 2017, 2018	Birmingham	London	All campuses
No underrepresented groups	9.6%	14.2%	22.7%
At least one underrepresented group	90.4%	85.8%	77.3%
1 known group	29.2%	33.2%	30.9%
2 known groups	44.2%	36.3%	32.5%
3 or more known groups	16.9%	16.3%	13.8%
All	100.0%	100.0%	100.0%

A further deciding factor was that the Campus Dean of Birmingham leads the Data and Evaluation Working Group, which is now incorporating the Learner Analytics group, so she will be well placed to ensure smooth and effective implementation.

**Leadership Summer School**

Sector research suggest that our target groups of students – IMD Q1-2 and BAME students – face a variety of different specific challenges which can affect their attainment, continuation (and progression). This initiative is aimed at addressing two of those challenges:

- A lack of a sense of ‘belonging’ in the wider professional community
- A lack of social capital

We are going to deliver a Leadership Summer School for Year 2 undergraduate students from 2021. The project will involve the following:

- Formal student preparation to be ready to maximise the benefits of the Summer School through a timetabled Employability Programme during years 1 and 2 of the course, including:
  - Working on CVs, application forms, interview skills
  - Influencing, resilience, communication skills, managing upwards, time management, teamwork, business IT skills, budgeting and career planning
- Constructive reflection on personal and professional development over that period, including working on individual action plans
- Networking with students on all University undergraduate courses across all campuses
- Development of leadership skills through a structured, tailored programme in Berlin
- Enhancement of commercial and cultural awareness through exposure to German businesses and historical sites

The 'soft' opportunities offered by the summer school – a residential experience, networking and cultural awareness – are key to this programme and to empowering our students with social capital. Combined with this, the 'hard' opportunities such as skill development are crucial to the development of a feeling of belonging in the professional community. In addition, to ensure that our target students are able to derive maximum benefit from this opportunity we are allocating specific WP budget to appoint a part-time member of staff to establish externally-funded scholarship and sponsorship packages, for example via engagement with local employers.

The initiative was discussed at the Student Parliament which expressed strongly support. In line with our evaluation framework we will use multiple methods of data collection to evaluate the success of this initiative. We will collect qualitative feedback from the students throughout the process, assess their individual action plans and review the quality of their self-reflection. We will then monitor the impact of this initiative on continuation rates, before the Summer School actually takes place, and subsequently the attainment and progression of participants.

### ***Personal Development Programme***

Relating to continuation and attainment, one of our campuses reviewed the barriers that students face in engagement of studies. This was triggered by noting that the one of our final year cohorts, who had generally been very engaged when leaving year 2, became very disengaged in their final year studies. One key aspect was a tendency to dis-engage when faced with an increase in complexity of studies. The student reaction was to withdraw from the entire course of study, struggling to gain a distinction between those aspects of a module that they did or might understand and those that they found more difficult. They essentially "gave-up" very quickly. This led to poor attendance, poorer attainment and loss of connection with the University. These students were also reluctant to take up academic support opportunities. These behaviours were particularly exhibited by our target groups of students (IMD Q1-2 and BAME), many of whom have outside personal/family/financial pressures which can impact engagement. In addition, in discussion with local employers, lack of personal skills (confidence, resilience, positive mindset) is typically reported as the main deficit in new recruits (rather than lack of examinable knowledge).

To ensure that our students – and in particular our IMD Q1-2 and BAME students – have the best chance to reach their potential with us, and beyond, a pilot was therefore undertaken with the aim of addressing some of these issues. The programme seeks to give tools to our students to empower them to take a different and more positive approach to challenge, whether personal or academic, to help them remain actively engaged with their studies, increasing likelihood of positive outcomes given the known correlation between attendance and attainment.

A compulsory programme of activity during the first semester for first year LL.B students was devised with the following aims:

- Give basic financial budgeting good practice tips
- Support student mental health proactively
- Improve student engagement and thus performance
- Encourage resilience and emotional intelligence
- Evolve the educational scope to better meet the demands of employers

The particular focus on financial advice is aimed at our target groups of students as sector evidence suggests that the financial aspects of going to university are more salient to those from lower socio-economic groups, for instance the effect that taking term-time jobs to cover basic living expenses has on the academic experience is more pronounced among students from lower socio-economic backgrounds. The focus on mental health and emotional intelligence is also aimed at our target groups:

it is well documented that BAME students are more likely to suffer from mental health problems than white students.

Most of this programme was delivered through an eight session initiative focusing on self-awareness, resilience and stress management. Multiple sessions on the same topic were timetabled to allow for flexibility: the timing of the sessions impacted attendance which was typically 75% overall. This initiative was complemented by budgeting sessions delivered in conjunction with Barclays Life Skills.

As part of the evaluation of this initiative, a pre and post-survey was carried out which required students to self-assess their wellbeing by ranking certain statements from 1-5. At the beginning of the course, the average score across all statements was 48.15 and at the end of the course it was 50.29. This is a relatively small increase but overall positive given that the initial survey was completed during Freshers' week and the follow-up filled in around the time of mock results and heading towards summative assessments. Qualitative feedback after each session highlighted references to an increase in confidence: phrases used included 'being more aware of themselves' and 'feeling more able to ask questions in class'. Teaching staff also learned from the programme and have adapted delivery accordingly. A separate "Getting Resilience into Teaching" training session was undertaken, reinforcing key themes from the student programme.

In rolling out this programme to other campuses we will use the experience from the pilot in setting specific, deliverable targets, and building in monitoring and evaluation measures from the outset. The overall evaluation of this programme will combine qualitative student and teacher feedback with monitoring of the impact of this initiative on student continuation, attainment and progression rates. We are confident that by developing resilience, students will be better able to complete their course of study, attain a good degree and progress into and succeed in their chosen employment.

### Progression

The University's overarching five year strategic vision is to be the global University of choice for the Professions by driving innovation in applied education to deliver outstanding employment outcomes. Employability therefore underpins everything we do. Progression into the workplace is embedded throughout our approach to access and success. Progression does not start at the end of the course, it starts before.

Students from underrepresented groups face additional hurdles in accessing the labour market and progressing within the labour market. As 77.3% of our students fall into at least one underrepresented group we have considered these additional barriers in the design of our new Employability Strategy, which has shifted emphasis from supporting students to secure employment to Employability for Life.

"Employability for Life" puts employability at the heart of the University and plays on two specific themes:

- Practical support pre-arrival, during time as a student, and throughout the subsequent career; and
- Contextual reference to the life-wide dimensions of intertwining professional and personal ambitions, responsibilities and experiences.

Both themes are intended to meet the needs of our target groups for progression: IMD Q1-2 students and disabled students. We know that students from lower socio-economic groups are much more likely to lack the social capital to enable them to independently engage with employers and voluntary opportunities and they are more affected by personal responsibilities. Our other target group for progression – disabled students – are already receiving additional support in employability through our pilot Disability Mentoring Scheme mentioned earlier which we are now introducing across all campuses.

We are developing a specific *Life module* embedded in the curriculum which encapsulates 'Employability for Life'. It includes employability skills primarily at the higher end; volunteering, including Pro Bono extra-curricular support will very much remain. Also included are elements that address personal financial management (student loans, credit rating, mortgages, pension planning and beyond), emotional well-being (mental resilience, diet, exercise, addictions, social media, work/life balance, mindfulness) and familial relationships (marriage/partnerships, children, parents and beyond).

We are actively working with employers to provide paid internships and work placements, with financial support to attend such opportunities being made available through our WP budget.

## **Financial Support**

### **Bursaries**

As a result of a review of our performance for the 2023-24 variations, and in light of the increased cost of living that our students are facing with increased energy, fuel and food costs, we have decided to provide additional financial support to our students from the lowest household incomes. We will provide this support in the form of a bursary which will be automatically allocated to students who have their household income<sup>1</sup> assessed as zero by their UK national Student Finance Authority and have agreed for this assessment to be shared with The University of Law. By offering this financial support as a guaranteed bursary for the duration of the course, we aim to provide financial certainty to these students and reduce the need for them to access our hardship funding. They can still access this hardship funding if required and we have maintained our level of investment for this. We will ensure that we advertise this bursary clearly to our applicants, so that they apply for their household income to be assessed and agree to share that information with us.

As discussed above, our key strategic focus is on ensuring success of our students from underrepresented groups (as defined by continuation, completion and attainment) and our proposed bursary will aim to do this. It is not intended as an access initiative. We have accordingly adjusted our balance of investment, in particular from the Success area, to fund these bursaries. We believe that moving the success investment from projects into direct financial support will have a greater impact on our ability to achieve our success targets. Our remaining success investment is highly targeted through measures to reduce our continuation and attainment gaps. Please see section 2.2 for a breakdown of our access and participation investment.

### **Hardship**

For 2019 entry we reviewed the criteria for eligibility for hardship funding both to ensure that meaningful support could be given to students in need and to measure the impact of that funding. Our review uncovered that the eligibility for the fund was unclear to students, so we clarified the hardship documentation to ensure that the sole criteria for eligibility is the ability to provide evidence of financial hardship. The review also identified that many of the applications were for small amounts of funding, when many students could have benefited from a larger funding allocation. We therefore increased the maximum amount that could be awarded through the fund from £400 to £1000, and this new amount is stated clearly in the application guidance. These changes are designed to enable us to provide the funding to more students in need, and to provide those students with an award that is substantial enough to make a difference to their financial situation and thereby their continuation. We will annually use the OfS financial support evaluation toolkit to evaluate the effectiveness of this hardship fund. We offer a specific fund to care experienced students – which we expanded in 2020 to also cover estranged students – and we will annually review the uptake and impact of this funding.

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<sup>1</sup> For an explanation of what is counted as household income please see your relevant Student Finance Authority's definition.

### 3.3 Student consultation

Student Association representatives participate fully in our Widening Participation & Access Committee and all its working groups. They have been involved throughout the year in developing our capacity to deliver our first APP from August 2019, including participating fully in the Learner Analytics procurement process. The Student Association has participated fully in drawing up this 2020 APP, including the setting of targets. We do not really think of this as consultation, as there has been constant dialogue, but rather as collaboration.

We have also collaborated with our student body on the variations to this Access and Participation Plan for the academic year 2023-24.

### 3.4 Evaluation strategy

#### *Evaluation self-assessment*

All members of the Widening Participation & Access Committee and its working groups (including student members), together with the University's Planning team, were invited to complete the self-assessment tool. Their input was amalgamated into the Evaluation Tool and discussed at a meeting of the Committee, revised and submitted with this application. In general, scores and comments were not dissimilar across contributors. Scores were higher where stakeholders were closely involved in existing projects (for instance our disability and learning support teams) or had greater awareness of how we evaluate (for instance our Planning team and members of the Executive Board, including our Vice Chancellor).

The Evaluation Tool submitted with our APP reflects the views of the majority consulted. Strategic Context and Design Programme (activity/initiative) had consistently high scores; Evaluation Implementation and Learning had consistently lower scores. This could be summarised by a typical answer to:

Question: Regardless of what type of evaluation you have chosen, do you know whether your access and participation interventions are having the effect you intend?

Answer: It is too early to say (first APP kicks in August 2019) but this is being considered as part of a [development] process.

#### *Evaluation Framework*

In line with the University's strategic theory of change approach to access and participation and to ensure continuous improvement through evaluation, the University is developing a programme-level evaluation framework to evaluate the overall success of all access and participation interventions. This framework be implemented for the start of the University's new financial year in November 2019.

The framework will follow a logic chain model, linking the interventions specifically to the relevant targets identified in this plan. As all interventions undergo a standard process of approval for resource, this will include the requirement to produce a clear logic chain and an explanation of which evaluation methods will be used to measure the success of the intervention, for instance:

- Data on applications/enrolments, continuation, attainment, student satisfaction and progression to employment (much of this data will be accessible through our learner analytics platform)
- Uptake/engagement with interventions
- Standardised pre- and post- intervention questionnaires, incorporating both quantitative measures of assessment and qualitative assessment of impact



- Observations and/or interviews
- Other forms of assessment such as written work, mini-tests

The resource approval process will ensure that the evaluation measures proposed are appropriate for the specific intervention and that the level of evaluation activity is proportional to the intensity of the intervention.

As the University is new to APPs we feel it premature to employ any quasi-experimental methods of evaluation such as RCTs at this stage, although we will keep a close eye on any sector developments in this area and review as appropriate.

The University is committed to an evidence-based approach to access and participation policy and practice. As the University has no specific previous evaluation evidence of APP funded activities, sector evidence, external and internal research is used to justify the design of new programmes and this must be provided as part of the resource approval process mentioned above. We are actively taking measures to improve our knowledge in this area: our Academic Research group have included research into HE as one of the key strands of their research strategy. Although we are not a research intensive University, we do have a strategy which focuses on applied research and research into our WP activities will form a key part of the work of this group. We have a number of colleagues who are currently undertaking or have applied to undertake doctoral studies (funded by our Higher Degrees Fund) and a number of these colleagues will, as part of their studies, undertake detailed research into some of our activities, initiatives and programmes.

### ***Evaluating financial support***

We currently use the OfS Financial Support Evaluation toolkit's survey tool to evaluate our hardship support for students. With the introduction of our newly proposed bursary (due to increased numbers of financial support recipients) we will also be able to use the statistical and interview tools to review whether both our hardship funding and the new bursary are having the intended impact.

### ***Evaluation strategy for the 2023-24 academic year***

Prior to the release of the Office for Students' guidance for the variations to the access and participation plans to cover the academic year 2023-24, we commissioned an external evaluation consultancy firm to review our evaluation strategy and provision. As our previous experience in this area was limited, the aim of this review was to ensure that our approach to evaluation is appropriate and robust. We are responding to the recommendations of this review (published in May 2022) and plan for these to be implemented by the start of the 2023-24 academic year. This will provide us with a solid foundation to respond to the Office for Students' expectation for providers to increase the volume and quality of evaluation of access and participation activity. We intend to work with the sector through our networks and with organisations such as NERUPI (Network Evaluation & Researching University Participation Interventions), TASO (Transforming Access and Student Outcomes in Higher Education) and GuildHE to publish rigorous and objective evidence of our access and participation activity. We plan to expand our existing collaborative work within these networks. For instance, as part of NERUPI we work with other universities to access evaluation practice, using a praxis-based framework. We take an active role in this work, with a member of the university widening participation team on the NERUPI steering group and co-chairing the BAME Student Experiences Working Group.

### 3.5 Monitoring progress against delivery of the plan

Our Widening Participation and Access Committee has a standard agenda item to monitor our performance directly against our targets as well as to ensure that we are continuing to maintain our performance across the areas where we currently have no gaps. The committee and its working groups also have a standard agenda item to monitor progress of activities and interventions in delivering targets. Monitoring at this informed level is key to our strategy. A core senior team (including the Student Association President, the Director of Admissions, Access and Participation, the Academic Registrar, the Head of Access and Participation, a Campus Dean, the Director of Operations and the Director of Employability) is spread across all of the working groups to ensure consistency and a collaborative approach. The core senior team liaises with working group leads to identify issues or sticking points quickly and to ensure that they are raised and resolved, escalating where appropriate. The Committee reports to the Academic Board, which in turn reports to the Academic Standards Committee of the University Board, ensuring full governance oversight.

#### ***Data & evaluation group***

The Data & Evaluation working group has the remit to identify data to be captured, then to monitor, analyse and evaluate that data. This team will ensure that the monitoring activity of other working groups is informed by evidence. Engagement with the sector has supported the idea of ensuring objectivity in monitoring and evaluation, with a focus on data, so this group performs the objective measurement and analysis of impact of initiatives owned by other groups. This group has absorbed the Learner Analytics workstream as we move from procurement to implementation.

The Access, Success and Progression working groups have the remit to identify, implement, track, monitor and analyse initiatives intended to increase access, success or participation (as appropriate) for students from underrepresented groups. They also monitor delivery of activities and initiatives set out in the APP and report progress to the WP&A Committee to facilitate analysis and evaluation leading to continuous improvement.

## 4. 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 also 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 will provide information about our new bursary. Regarding the hardship fund, information about how to apply for support is provided to students on campus, for example by personal tutors, welfare officers, or student support services, and via the VLE. This hardship funding is not allocated by year, but in accordance with assessment of need.

The University publishes its access and participation plan and we plan to create a video summary to provide additional accessibility to the plan in light of our 2023-24 variations. We are creating a hub on its website that specifically targets low-participation and underrepresented groups. This will include information designed to improve access, student success and progression for target groups.

## 5. Appendix

**Provider fee information 2022-23****Summary of 2022-23 course fees**

\*course type not listed by the provider as available in 2022-23. This means that any such course delivered in 2022-23 would be subject to fees capped at the basic fee amount.

**Table 1a - Full-time course fee levels for 2022-23 students**

Full-time course type:	Additional information:	Cohort:	Course fee:
First degree	*	Fee applies to entrants/all students	£9,250
Foundation degree	*	*	*
Foundation year/Year 0	*	*	*
HNC/HND	*	*	*
CertHE/DipHE	*	*	*
Postgraduate ITT	*	*	*
Accelerated degree	*	Fee applies to entrants/all students	£11,100
Sandwich year	*	*	*
Erasmus and overseas study years	*	*	*
Other	*	*	*

**Table 1b - Sub-contractual full-time course fee levels for 2022-23 students**

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

**Table 1c - Part-time course fee levels for 2022-23 students**

Part-time course type:	Additional information:	Cohort:	Course fee:
First degree	*	Fee applies to entrants/all students	£4,625
First degree	*	Fee applies to entrants/all students	£6,935
Foundation degree	*	*	*
Foundation year/Year 0	*	*	*
HNC/HND	*	*	*
CertHE/DipHE	*	*	*
Postgraduate ITT	*	*	*
Accelerated degree	*	*	*
Sandwich year	*	*	*
Erasmus and overseas study years	*	*	*
Other	*	*	*

**Table 1d - Sub-contractual part-time course fee levels for 2022-23 students**

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



**Provider fee information 2021-22****Summary of 2021-22 course fees**

\*course type not listed by the provider as available in 2021-22. This means that any such course delivered in 2021-22 would be subject to fees capped at the basic fee amount.

**Table 1a - Full-time course fee levels for 2021-22 students**

Full-time course type:	Additional information:	Cohort:	Course fee:
First degree	*	Fee applies to entrants/all students	£9,250
Foundation degree	*	*	*
Foundation year/Year 0	*	*	*
HNC/HND	*	*	*
CertHE/DipHE	*	*	*
Postgraduate ITT	*	*	*
Accelerated degree	*	Fee applies to entrants/all students	£11,100
Sandwich year	*	*	*
Erasmus and overseas study years	*	*	*
Other	*	*	*

**Table 1b - Sub-contractual full-time course fee levels for 2021-22 students**

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

**Table 1c - Part-time course fee levels for 2021-22 students**

Part-time course type:	Additional information:	Cohort:	Course fee:
First degree	*	Fee applies to entrants/all students	£4,625
First degree	*	Fee applies to entrants/all students	£6,935
Foundation degree	*	*	*
Foundation year/Year 0	*	*	*
HNC/HND	*	*	*
CertHE/DipHE	*	*	*
Postgraduate ITT	*	*	*
Accelerated degree	*	*	*
Sandwich year	*	*	*
Erasmus and overseas study years	*	*	*
Other	*	*	*

**Table 1d - Sub-contractual part-time course fee levels for 2021-22 students**

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

**Access and participation plan  
Fee information 2020-21**

Provider name: The University of Law Limited

Provider UKPRN: 10039956

**Summary of 2020-21 entrant course fees**

\*Course type not listed by the provider as available to new entrants in 2020-21. This means that any such course delivered to new entrants in 2020-21 would be subject to fees capped at the basic fee amount.

**Inflationary statement:**

We do not intend to raise fees annually

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

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

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

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

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

Part-time course type:	Additional information:	Course fee:
First degree	*	£4,625
First degree	*	£6,935
Foundation degree	*	*
Foundation year/Year 0	*	*
HNC/HND	*	*
CertHE/DipHE	*	*
Postgraduate ITT	*	*
Accelerated degree	*	*
Sandwich year	*	*
Erasmus and overseas study years	*	*
Other	*	*

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

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

# Targets and investment plan 2020-21 to 2024-25

Provider name: The University of Law Limited

Provider UKPRN: 10039956

## Investment summary

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

### Note about the data:

The figures in Table 4a relate to all expenditure on activities and measures that support the ambitions set out in an access and participation plan, where they relate to access to higher education. The figures in Table 4b only relate to the expenditure on activities and measures that support the ambitions set out in an access and participation plan, where they relate to access to higher education which is funded by higher fee income. The OfS does not require providers to report on investment in success and progression and therefore investment in these areas is not represented.

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

**Table 4a - Investment summary (£)**

Access and participation plan investment summary (£)	Academic year				
	2020-21	2021-22	2022-23	2023-24	2024-25
<b>Total access activity investment (£)</b>	£129,194.28	£165,089.89	£215,601.75	£235,245.47	£250,798.36
Access (pre-16)	£9,689.57	£12,381.74	£64,680.53	£105,860.46	£131,999.14
Access (post-16)	£96,895.71	£123,817.42	£118,580.96	£94,098.19	£79,199.48
Access (adults and the community)	£9,689.57	£12,381.74	£16,170.13	£17,643.41	£19,799.87
Access (other)	£12,919.43	£16,508.99	£16,170.13	£17,643.41	£19,799.87
<b>Financial support (£)</b>	£77,516.57	£99,053.93	£129,361.05	£418,214.16	£758,995.06
<b>Research and evaluation (£)</b>	£245,469.14	£313,670.79	£409,643.33	£470,490.93	£560,996.35

**Table 4b - Investment summary (HFI%)**

Access and participation plan investment summary (%HFI)	Academic year				
	2020-21	2021-22	2022-23	2023-24	2024-25
<b>Higher fee income (£HFI)</b>	£7,098,587.00	£9,070,873.00	£11,846,250.00	£14,361,750.00	£18,131,750.00
Access investment	1.8%	1.8%	1.8%	1.6%	1.4%
Financial support	1.1%	1.1%	1.1%	2.9%	4.2%
Research and evaluation	3.5%	3.5%	3.5%	3.3%	3.1%
<b>Total investment (as %HFI)</b>	6.4%	6.4%	6.4%	7.8%	8.7%

# Targets and investment plan 2020-21 to 2024-25

Provider name: The University of Law Limited

Provider UKPRN: 10039956

## Targets

**Table 4a - Access**

Aim (500 characters maximum)	Reference number	Target group	Description (500 characters maximum)	Is this target collaborative?	Data source	Baseline year	Baseline data	2020-21 milestones	2021-22 milestones	2022-23 milestones	2023-24 milestones	2024-25 milestones	Commentary on milestones/targets (500 characters maximum)
To increase the enrolment of white students from economically disadvantaged areas (IMD Q1-Q2)	PTA_1	Multiple	Ratio of white students from IMD Q1-2 areas to white students from IMD Q3-5 areas	No	The access and participation dataset	2017-18	0.69	0.75	0.8	0.85	0.9	1	
To increase the enrolment of care leavers	PTA_2	Care-leavers	Ratio in entry rates for care leavers: other students	No	Other data source	2017-18	0.0127	0.0152	0.0163	0.0173	0.0178	0.0183	Internal data (enrolled care leavers), nnecl (national data). Given our anticipated growth in undergraduate entry, this is a stretching target.

**Table 4b - Success**

Aim (500 characters maximum)	Reference number	Target group	Description (500 characters maximum)	Is this target collaborative?	Data source	Baseline year	Baseline data	2020-21 milestones	2021-22 milestones	2022-23 milestones	2023-24 milestones	2024-25 milestones	Commentary on milestones/targets (500 characters maximum)
To reduce the attainment gap for students from the most and least economically disadvantaged areas	PTS_1	Socio-economic	Percentage difference in degree attainment (1st and 2:1) between students from IMD Q1-2 and IMD Q 3-5 areas	No	The access and participation dataset	2017-18	8	7	6	4	2	0	
To reduce the attainment gap between black and white students	PTS_2	Ethnicity	Percentage difference in degree attainment (1st and 2:1) between white and black students.	No	Other data source	Other (please include details in commentary)	21	18	16	14	12	10	Own data (due to suppression in APP dataset) for 2016-2018. 3 year combined figure due to relatively small number of Black students
To reduce the attainment gap between Asian and white students	PTS_3	Ethnicity	Percentage difference in degree attainment (1st and 2:1) between white and Asian students.	No	The access and participation dataset	2017-18	28	26	23	20	17	14	
To reduce the attainment gap between white and BAME students from the most economically disadvantaged areas	PTS_4	Multiple	Percentage difference in degree attainment between white and BAME students from IMD Q1-2 areas.	No	The access and participation dataset	2017-18	35	33	31	27	23	20	Year 5, FT, First degree. This is 4pp improvement/year, with halving the gap by 2024/25. In combination these two sets of annual targets roughly match the main target figures each year, when weighted by the current student breakdown.
To reduce the attainment gap between young and mature students	PTS_5	Mature	Percentage difference in degree attainment (1st and 2:1) between young and mature students	No	The access and participation dataset	2017-18	15	14	13	12	11	10	Year 5, FT First degree
To reduce the continuation gap between white students and those from other ethnicities	PTS_6	Ethnicity	Percentage difference between continuation rates of white students and BAME students	No	The access and participation dataset	2016-17	5	4	3	2	1	0	Year 5, FT, First degree
To reduce the continuation gap between young and mature students	PTS_7	Mature	Percentage difference between continuation rates of young and mature students	No	The access and participation dataset	2016-17	2	2	1	1	0	0	Year 5, FT, First degree. Although the baseline gap is relatively small, there has been not been a consistent pattern.

**Table 4c - Progression**

Aim (500 characters maximum)	Reference number	Target group	Description (500 characters maximum)	Is this target collaborative?	Data source	Baseline year	Baseline data	2020-21 milestones	2021-22 milestones	2022-23 milestones	2023-24 milestones	2024-25 milestones	Commentary on milestones/targets (500 characters maximum)
To reduce the progression gap between students from the most and least economically disadvantaged areas	PTP_1	Socio-economic	Percentage difference between progression rates of students from IMD Q1-2 and IMD Q3-5 areas	No	Other data source	2016-17	2.3	2	1.5	1	0.5	0	Year 5, FT, First degree. Internal data: provider-only APP data set
To reduce the progression gap between disabled and non-disabled students	PTP_2	Disabled	Percentage difference between progression rates of disabled and non-disabled students	No	Other data source	2016-17	8.1	6	4	2	1	0	Internal data: provider-only APP data set