

# University of Salford

## Access and participation plan

### 2020/21 to 2024/25

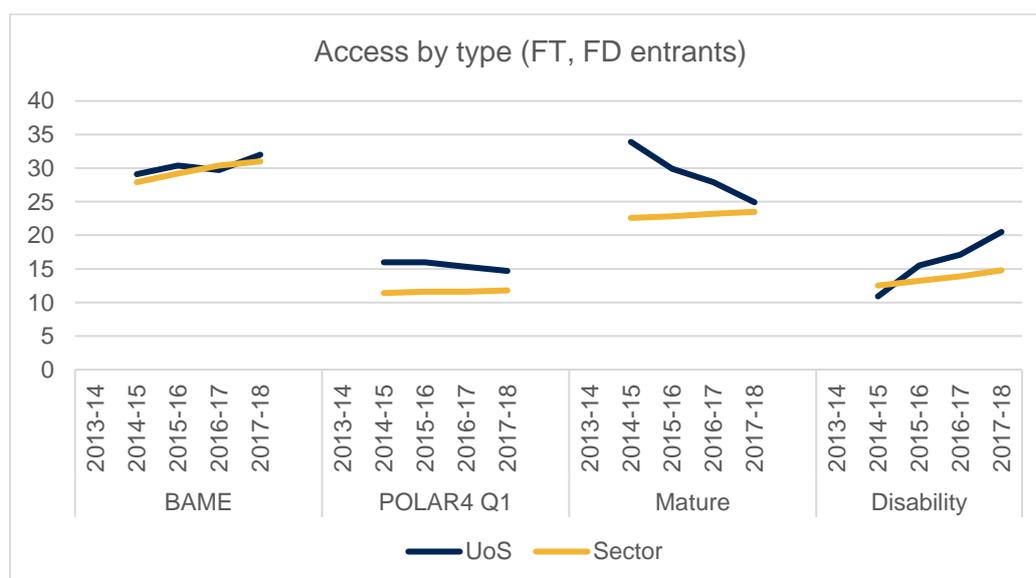
The assessment of performance has been completed to allow for comparisons to be made between different student groups and their peers, to ensure that the University clearly identifies gaps in access and outcomes, sets appropriate targets and supports its strategy for reducing differences (or gaps) between student groups.

The main source of data for the plan is the Office for Students (OfS) Access and Participation data sources accessed through the OfS dashboard.

#### 1. Assessment of performance

- 1.0.1 The analysis has explored student data across the four stages of the student lifecycle (Access, Continuation, Attainment, and Progression) over five years. The data sourced from the OfS dashboard includes UK students on full- and part-time undergraduate courses and courses with postgraduate components (apart from the Index of Multiple Deprivation (IMD) which only covers English-domiciled students).
- 1.0.2 The University has a strong track record of attracting students from underrepresented groups. We recognise that there is more work to do in this area to increase our impact and to build on our improving continuation rates. We have high levels of students from low participating (POLAR4 Q1-2) and deprived areas (IMD Q1-2).
- 1.0.3 Our students come mainly from State Schools (98% in 2017/18), exceeding our benchmark and location-adjusted benchmark (HESA data). We have seen a steady increase in students disclosing a disability on entry and an increase in student commuters.
- 1.0.4 The following graph provides an overview of access trends based on the OfS Access and Participation dataset.

#### Student population



**Fig 001:** Access by BAME, POLAR4 Q1, Mature, Disability, FT, first degree students (Source: OfS Access and Participation Dataset)

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

### Access

#### Young participating areas (POLAR4)

- 1.1.1 The University of Salford's access proportions for young, first-degree full-time, undergraduate students from the lowest participating areas (POLAR4 Q1) account for 14.7% of the population in 2017/18, compared to 19.5% of students from the highest participating areas (POLAR4 Q5).
- 1.1.2 While the University continues to be above our HESA UK Performance benchmarks for 2017/18, and 2.9% above other English higher education providers for first-degree full-time undergraduate degrees, we have observed a slight percentage decline in students from the lowest participating areas within our population since 2013/14. This is compared to a 2.0% increase in students from the highest participating areas (POLAR4 Q5) from 17.5% in 2013/14 to 19.5% of the population in 2017/18. Although there has been a *proportional* decline in Q1 recruitment, we have maintained *absolute* recruitment levels and have continued to recruit around 500 students from lowest participating areas (POLAR4 Q1) each year onto full-time first-degree undergraduate degrees at the University, accounting for 14.7% of the population in 2017/18.

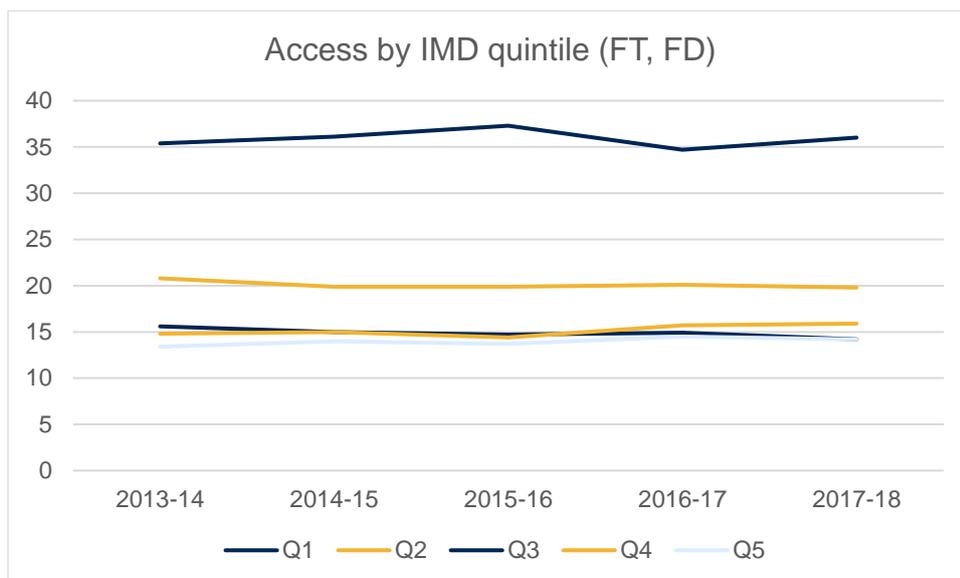
	2014/15	2015/16	2016/17	2017/18
Quintile 1	16	16	15.3	14.7
Quintile 2	22.7	22.1	23.3	22.1
Quintile 3	20.7	20.7	22.7	21.6
Quintile 4	21.7	22.9	19.8	22.1
Quintile 5	18.9	18.2	19	19.5
All except Q 1	84	83.9	84.8	85.3

**Table 001:** Access by POLAR4 quintile, FT, first degree students (Source: OfS Access and Participation Dataset)

- 1.1.3 The University has seen a 2.3% decline in the proportion of 18-year olds from Quintile 1, from 16.1% in 2013/14 to 13.8% in 2017/18, when compared to the general population (18.1% in 2017/18) and this is statistically significant. The gap between the percentage of 18-year olds in Quintile 1 in the University compared with the same nationally increased to 4.4% in 2017/18 compared to 3.2% in 2016/17. The University has a significantly higher Quintile 2 proportion of 18-year olds (21.6% in 2017/18) compared to the same quintile in the general population (18.8% in 2017/18).

#### Index of multiple deprivation (IMD)

- 1.1.4. The IMD is a clear measure of the economic disadvantage of our students, with 55.8% of our first-degree full-time students entering in 2017/18 being from IMD Q1-2 compared to the all English higher education providers' average of 40.8%. The percentage of first-degree full-time students entering from IMD Q1 areas has increased over the last five years from 35.4% in 2013/14 to 36% in 2017/18 and continues to be significantly higher than the proportion of first-degree full-time students entering from IMD Q5, which remains around 14%. We have, however, seen a 13% decline in the proportion of first-degree part-time students from IMD Q1 between 2016/17 and 2017/18 (30% to 17%), compared to the 14% increase in part-time students within the same period for students from IMD Q5.
- 1.1.5 The University has observed a 1.1% increase in the proportion of 18 year olds in Q1 from 30.1% in 2013/14 to 31.2% in 2017/18, when compared to the general population (22.1% in 2017/18), which is significant. The University also has a significant negative gap in Q2's proportion of 18 year olds (17% in 2017/18) compared to the general population (20.3% in 2017/18).



**Fig 002:** Access by IMD quintile, FT, first degree students (Source: OfS Dataset)

1.1.6 Looking at first-degree full-time students in IMD quintiles 1 & 2, there is a relatively even split between white students and students of all other ethnicities (48% vs 52%). However, when looking at all those in quintiles 3, 4 or 5, 87% are white, compared with only 13% from other ethnicities. This indicates that, at Salford, BAME students are less likely to be from more affluent areas.

### Household Income

1.1.7 Our analysis of Household Income (an internal data source), has shown that in 2017/18 we recruited 40% of our student population from a low-income background (less than £25k); for these students, 56% are female and 40% are from a BAME background. 38% of students from a low-income background in 2017/18 also disclosed a disability, and of these 8% were BAME. Only 9% of those from a low income are also from a low participation background.

## Success - Continuation

### Young participating areas (POLAR4)

1.1.8 Continuation rates for the lowest participating areas (POLAR4 Q1) for first-degree full-time students was 88% in 2016/17 and for the highest participating areas (POLAR4 Q5) was 94% in 2016/17. This shows a continuation gap of 6% in 2016/17. We saw an increase in the gap from 2013/14 to 2016/17 of 2%, due to an unexpectedly large increase in the performance of quintile 5 students in 2016/17.

1.1.9 The difference between the continuation gap for all full-time undergraduate students from the highest participating area (POLAR4 Q5) and the lowest participating area (POLAR4 Q1) is 6% for 2016/17.

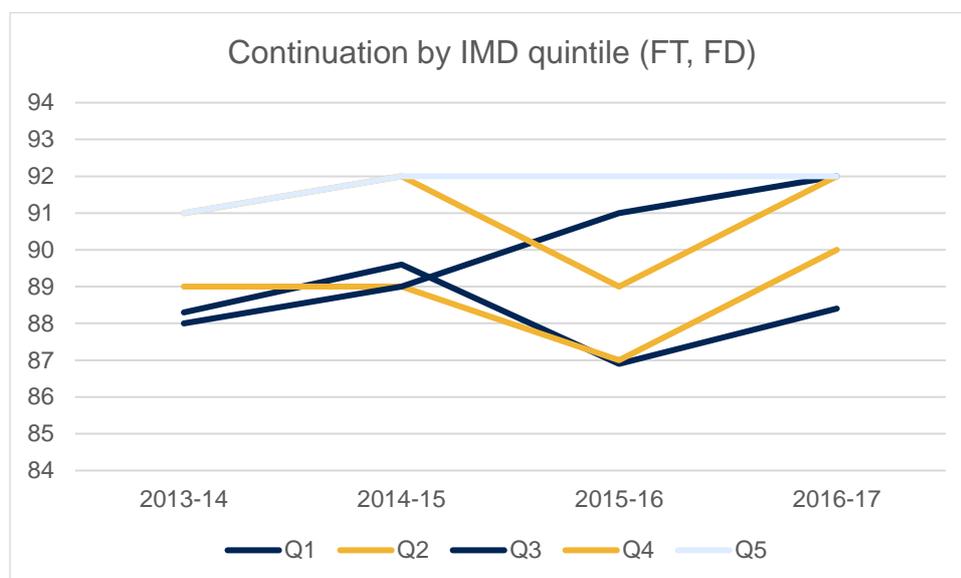
	2013/14	2014/15	2015/16	2016/17
Quintile 1	88	89	87	88
Quintile 2	89	90	87	89
Quintile 3	89	91	91	92
Quintile 4	90	92	90	91
Quintile 5	92	90	91	94
All except Q 1	89.7	90.8	89.9	91.4

**Table 002:** FT, first degree continuation rates broken down by POLAR quintile. (Source: OfS Dataset)

- 1.1.10 In undertaking the assessment of young participating areas (POLAR4) quintiles, the University identified that there was a significant gap between all undergraduate students from the highest participating areas (POLAR4 Q5) of 94% in 2016/17 compared with all other quintiles of 89.7% in 2016/17.
- 1.1.11 As part of our intersectional analysis of the data, we identified that continuation rates for white students from low participating areas (POLAR4 Q1-2) compared to peers from all other ethnicities except white in the high participating areas (POLAR4 Q3,4,5), was significant at a 6% gap in 2016/17. There is also a 6% gap in continuation for first-degree full-time male students from the lowest participating areas (POLAR4 Q1&2) compared with female students from the highest participating areas (POLAR4 Q3,4 and 5).

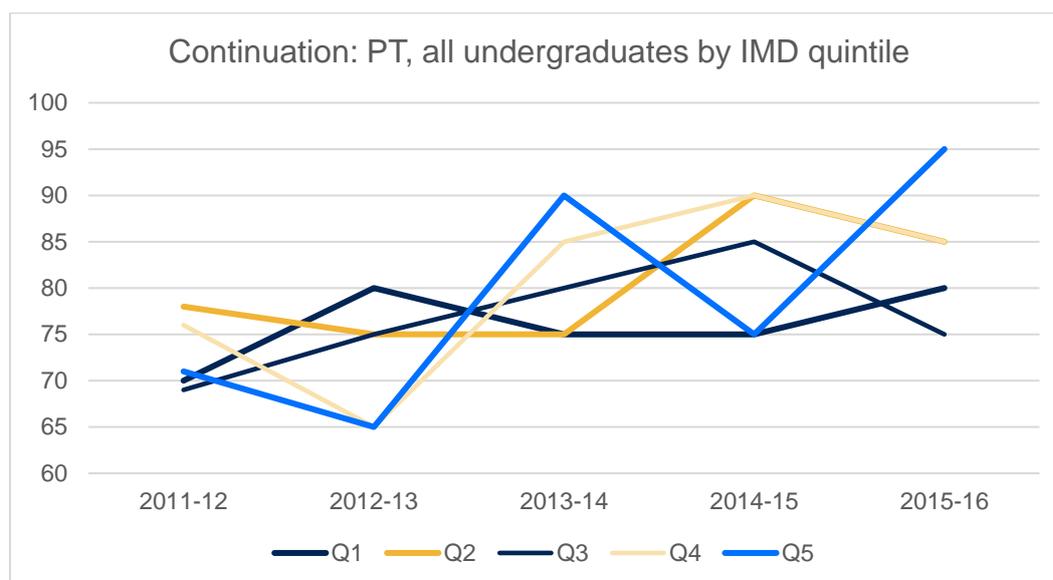
#### Index of multiple deprivation (IMD)

- 1.1.12 The difference in continuation rates for all full-time undergraduate students from the highest participation IMD Q5 areas and IMD Q1 is 4%. Although this is not statistically significant, we recognise that work continues to be required to reduce this gap, building on our improved continuation rate for IMD Q1 since 2015/16.



**Fig 003:** FT, first degree continuation rates broken down by IMD quintile. (Source: OfS Dataset)

- 1.1.13 In Continuation, our part-time undergraduates from IMD quintile 5 outperform their peers from other quintiles by at least 10 percentage points (2015/16 data). The Q5 continuation rate is 95%, compared with 80% for Q1, 85% for Q2, 75% for Q3 and 85% for Q4. There is a 6% continuation rate gap for first-degree part-time students from IMD Q3, Q4 or Q5 compared with those from Q1 or Q2. The continuation rate for Q3, Q4 or Q5 first-degree part-time students is 85%, compared with 79% for their peers from Q1 or Q2.



**Fig 004:** PT, first degree continuation rates broken down by IMD quintile. (Source: OfS Dataset)

- 1.1.14 As part of our intersectional analysis of the data, we identified a significant continuation gap of 6.3% between male students from the most deprived areas (IMD 1-2) and their female peers in the least deprived areas (IMD 3,4,5) in 2016/17. When the comparison was made between peers within the same IMD and the same period, the gap was 3.9%.

## Success – Attainment

### Young participating areas (POLAR4)

- 1.1.15 The attainment gap between all full-time undergraduate students from the highest participating areas (POLAR4 Q5) and the lowest participating areas (POLAR4 Q1) graduating with a first or upper second-class degree is 1%, which is not statistically significant. The University has seen a 10% reduction in the gap between 2013/14 to 2017/18.
- 1.1.16 The University has also observed a 17% improvement in first-degree full-time students from the lowest participating areas (POLAR4 Q1) graduating with a first or upper second-class degree between 2013/14 to 2017/18, reducing the gap between this and the highest participating areas (POLAR4 Q5) significantly.

	2013/14	2014/15	2015/16	2016/17	2017/18
Quintile 1	61	72	67	66	78
Quintile 2	64	71	74	73	71
Quintile 3	63	68	73	74	70
Quintile 4	67	76	79	70	75
Quintile 5	72	80	77	76	78
All except Q 1	66.8	73.8	75.8	72.9	73.3

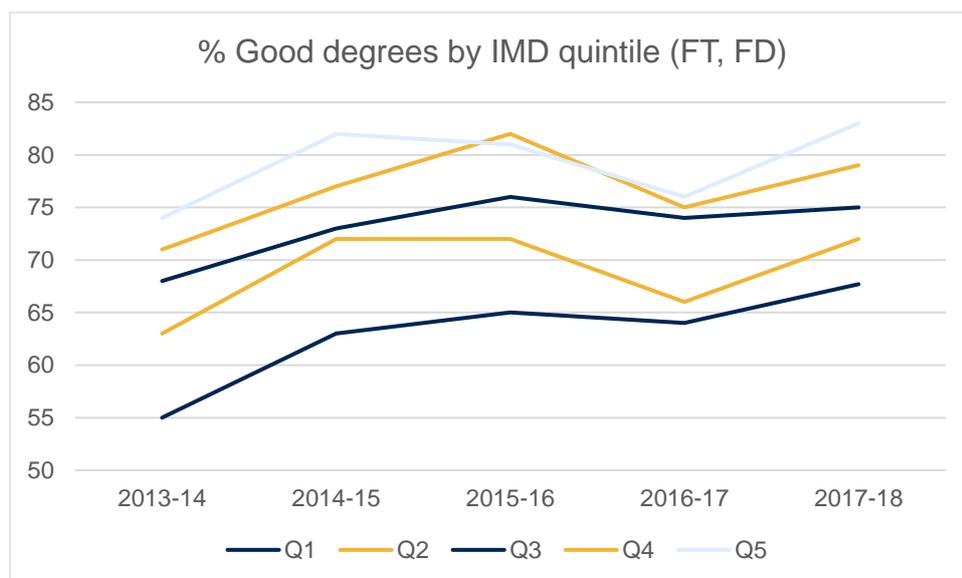
**Table 003:** University of Salford Good Degree Rates by POLAR4 quintile: FT, First Degree Entrants (Source: OfS Dataset)

- 1.1.17 As part of our intersectional analysis of the data, we identified that significantly more white students from the highest participating areas (POLAR4 Q3,4 or 5) leave with a good degree than their non-white peers from the same POLAR quintile group (80% compared to 64% in 2017/18). In addition, more white students from the lowest participating areas (POLAR4 Q1&2) leave with a good degree than their non-white peers from the same POLAR quintile group (76% compared to 70% in 2017/18). Significantly more

white students leave with a good degree than their non-white peers even when accounting for participation areas.

### Index of multiple deprivation (IMD)

1.1.18 The difference between the attainment of all first-degree full-time students from the least deprived neighbourhoods (IMD Q5) and the most deprived neighbourhoods (IMD Q1) graduating with a first or upper second-class degree is 15.3%, which is statistically significant. There is also a significant gap between first-degree full-time students from the most deprived neighbourhoods (IMD Q1) and all others, and IMD Q1 or IMDQ2 and IMDQ3,4 and 5. The University has seen an increase in attainment by students from the most deprived neighbourhoods (IMD Q1) of 3.7% between 2016-17 and 2017/18 to 67.7% though the improvement for those from IMD Q5 was 7% within the same period, to 83%.



**Fig 005:** University of Salford Good Degree Rates by IMD quintile: FT, First Degree Entrants (Source: OfS Dataset)

- 1.1.19 As part of our intersectional analysis of the data, we identified that there was a 13% gap between all first-degree full-time undergraduate male students from IMD Q1&2 compared to other male students from IMD Q3, 4 and 5 (67% compared to 80% in 2017/18). Other significant gaps identified that more female students from IMD Q3, 4 or 5 left with a good degree in 2017/18 than male students from Q1 or 2 (78% compared to 67%). In addition, more female students from IMD Q3, 4 or 5 left with a good degree in 2017/18 than female students from Q1 or 2 (78% compared to 70.8%).
- 1.1.20 It was also identified that there was a significant gap of 13% between white students from IMD Q1 and 2 and their non-white peers in the same quintile group. White students from IMD Q3, 4 and 5 are significantly more likely to leave with a good degree than non-white students from IMD Q1 and 2.
- 1.1.21 The University will work to identify and eliminate the gap between IMD Q1 and Q5 attainment, and target support to male and black students from Q1.

## Progression

### Low participating areas (POLAR 4)

1.1.22 Over a period of five years the University has seen a 12% increase of students from low participating areas (POLAR4 Q1) progressing into highly-skilled employment/further study, from 44% in 2012/13 to 56% in 2016/17. The University is conscious that, although we have seen value in direct action over the last three years, we need to continue to reduce the employment gap between quintiles 1 and 5 and draw closer to the 68.5% all other English providers average, and remove the double negative flag identified in TEF.

	2012-13	2013/14	2014/15	2015/16	2016/17
Quintile 1	44	50	46	55	56
Quintile 2	47	48	52	65	63
Quintile 3	47	52	52	61	67
Quintile 4	48	52	57	60	68
Quintile 5	55	55	59	71	68
All except Q 1	49	51.7	54.8	63.9	66.5

**Table 004:** Analysis of UoS proportion highly skilled by POLAR4 quintile: FT, first degree graduates (Source: OfS dataset)

1.1.23 As part of our intersectional analysis of the data, we identified that, in 2016/17, 59% of female first-degree full-time undergraduate students from the low participating areas (POLAR4 Q1&2) progressed into highly-skilled employment, compared to 69% of female first-degree full-time undergraduate students from the highest participating areas (POLAR4 1&2). This shows a 10% progression gap. Further analysis identified that in 2016/17 white students from the lowest participation areas (POLAR4 Q1 &2) were 10% less likely to progress to highly skilled employment compared to their white peers from a high participation area (POLAR 4 Q3,4 or 5).

### Index of multiple deprivation (IMD)

1.1.24 Over a period of four years the University has seen a 19% increase in students from the most deprived neighbourhoods (IMD 1) progressing into highly-skilled employment/further study, from 51% in 2013/14 to 70% in 2016/17. This compares to just a 12% increase seen for students from the least deprived neighbourhoods. We will continue to reduce the employment gap between quintile 1 and 5, and remove the double negative flag in TEF.

	2013/14	2014/15	2015/16	2016/17
Quintile 1	51	53	65	70
Quintile 2	55	60	72	68
Quintile 3	57	60	69	73
Quintile 4	62	60	71	74
Quintile 5	61	66	71	73
Q 1 or 2	52.7	55.9	67.3	69.3
Q 3, 4 or 5	60	62	70	73.5
All except Q 1	58.6	61.6	70.8	72

**Table 005:** Analysis of UoS proportion highly skilled by IMD quintile: FT, first degree graduates (Source: OfS dataset)

1.1.25 As part of our intersectional analysis of the data, we have identified 11% gap in progression to highly skilled employment between male students from IMD 1 and 2 compared with their female peers in IMD 3,4 or 5 (65% compared to 76% in 2016/17). Female students from IMD 1 and 2 are more likely to

progress into highly-skilled employment compared to their male peers from IMD 3,4,5 (72% compared to 70% in 2016/17). Male students compared to female students, regardless of deprivation, are less like to progress to highly-skilled employment, and when considering deprivation, the gap is higher when comparing male students from the most deprived areas with female peers from the most deprived areas.

### Household income

- 1.1.26 From our internal data analysis of household income, we interrogated the characteristics of gender, ethnicity and low participating areas. 67% of students from a low-income background (less than £25k) in 2016/17 went on to highly-skilled employment compared to 63% of students from a high-income background (above £25k). There is no statistical difference between gender, low income and progression according to our internal data for 2016/17 (66% of female students from a low income background compared to 67% of male students progressed on to highly-skilled employment).
- 1.1.27 According to internal data, all ethnicities (apart from Asian) from a low household income background have higher levels of progression to highly-skilled employment when compared to the same ethnicity from a high-income background. According to 2016/17 DLHE data, Asian students from a low household income background are 4% less likely to progress to highly-skilled employment compared to their peers from a high income (65% vs 69%). There was no correlation identified through internal data between household income and participating areas that was statistically significant.

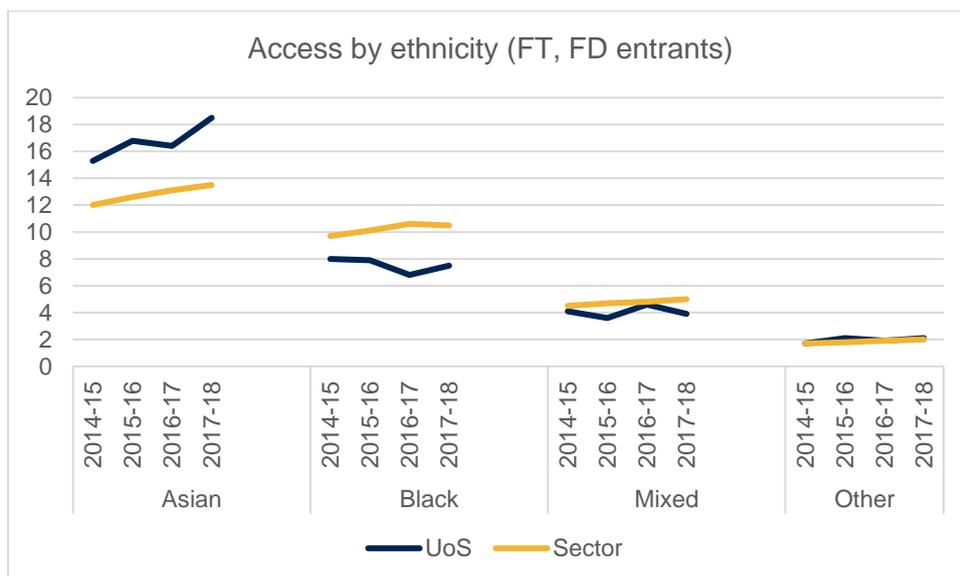
## 1.2 Black, Asian and minority ethnic students

### Access

- 1.2.1 Access to the University of Salford from non-White students was 32% in 2017/18. This is above the sector average for Asian students and slightly below for Black and Mixed students. We have, however, seen a 0.7% increase in Black student entrants since 2016/17.

	Asian				Black				Mixed				Other			
	2014/15	2015/16	2016/17	2017/18	2014/15	2015/16	2016/17	2017/18	2014/15	2015/16	2016/17	2017/18	2014/15	2015/16	2016/17	2017/18
UoS	15.3	16.8	16.4	18.5	8	7.9	6.8	7.5	4.1	3.6	4.6	3.9	1.7	2.1	1.9	2.1
Sector	12	12.6	13.1	13.5	9.7	10.1	10.6	10.5	4.5	4.7	4.8	5	1.7	1.8	1.9	2

**Table 006:** Access to UoS by ethnicity other than white (Source: OfS Dataset)

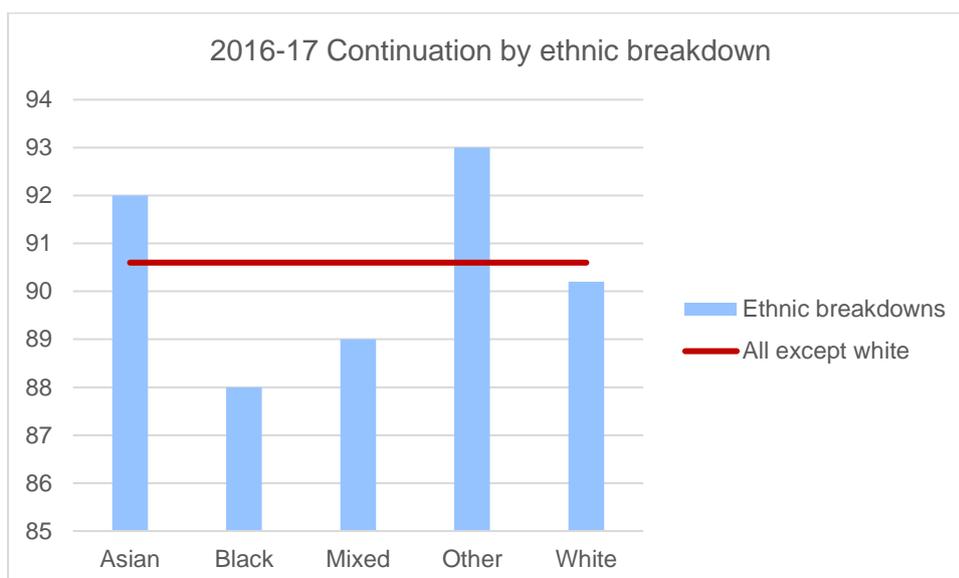


**Fig 006:** Access to UoS by ethnicity other than white (Source: OfS Dataset)

- 1.2.2 It is positive that access to higher education for BAME students has collectively improved within the sector, increasing by 34% between 2010/11 and 2015/16 as outlined in the Office of Students' Topic briefing: *Black and minority ethnic (BME) students*. At the University of Salford, however, we have seen a decline in BAME students and, correlating with the Destination of Leavers from Higher Education survey, we have identified that disparities persist at a granular level.
- 1.2.3 We continue to invest in providing appropriate and accessible information, advice and guidance to respond to factors that impact the performance in application from BAME students. We are aligning our efforts to address factors identified in sector reports, including the recent UUK and NUS report on BAME attainment. We are focused on ensuring that we consider how socio-economic background, previous educational experiences, parental involvement, experience of higher education, and social and cultural capital impact on applicants.

### Success - Continuation

- 1.2.4 First-degree full-time continuation rates for BAME students are consistent with the continuation rate of black students, having improved by 3% since 2012/13. This is 3% better than that achieved by other HEPs in England. However, as can be seen in figure 007, the continuation rate for black students is substantially lower than that of other ethnicities. The continuation rate of 88% for black students is 2% behind that of white students.



**Fig 007:** Continuation rate by ethnicity for 2016/17: FT, first degree entrants (source: OfS Dataset)

- 1.2.5 Following closer interrogation of our internal data sets of all other ethnicities except White, we identified that the continuation gap for Black students and White students has increased for Black or Black British – Caribbean and those from Other black backgrounds (2016/17).

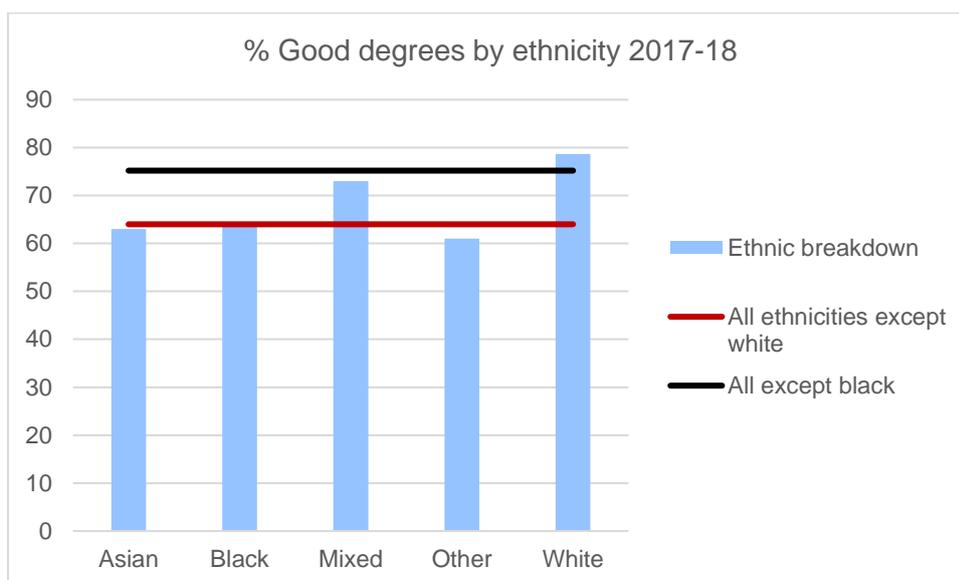
### Success - Attainment

- 1.2.6 64% of all ethnicities except white on first-degree full-time undergraduate courses attained a good degree compared to 78.7% of white students in 2017/18. This highlights a 14.7% attainment gap. OfS data shows that there is also a significant attainment gap between first-degree full-time Asian students compared with other ethnicities (14% points).

	2014/15	2015/16	2016/17	2017/18
Asian	59	68	61	63
Black	54	51	59	64
Mixed	74	63	67	73
Other	65	65	45	61
White	78.2	77.1	74.3	78.7
All except white	60	63	60	64
All except black	75	75	71.4	75.2
All except Asian	75.5	74.1	72.1	76.7

**Table 007:** University of Salford good degree rates by POLAR4 quintile and ethnicity: FT, first degree entrants (Source: OfS Dataset)

- 1.2.7 The University further interrogated the data and identified the same attainment gap of 14.7% was present in 2017/18 between black and white students on first-degree full-time undergraduate courses. Although we have seen a significant improvement in the rate of black students attaining a good honours degree (from 41% in 2013/14 to 65% in 2017/18), reducing the attainment gap remains a priority for the University. Nevertheless, it is positive to note that the University's attainment gap is lower than the UK average of 23.4%, as reported in *BAME Student attainment UK Universities: #CLOSINGTHEGAP*.



**Fig 008:** UoS good degree rates by ethnicity: FT, first degree entrants (Source: OfS Dataset)

1.2.8 Following closer interrogation of our internal data sets of all other ethnicities except white, we identified that the attainment for Black or Black British-African students and other black backgrounds in 2016/17 was significantly below that of white students. According to our internal data, disabled students of all other ethnicities except white do not do as well as all non-disabled other ethnicities except white students, or as white disabled or non-disabled graduates. Disabled other ethnicities except white students have the lowest good degree rates when compared with non-disabled other ethnicities except white students. It should be noted that care is needed when interpreting the data from a small population: the number of black disabled students is relatively low (183, amounting to just 4% of the cohort).

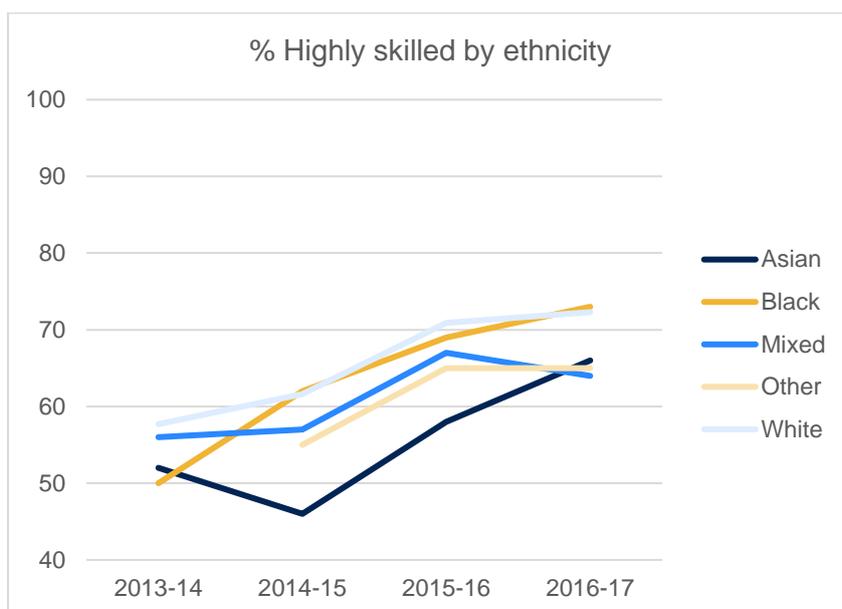
1.2.9 Our analysis highlights the poor performance of black students with regards to degree attainment in comparison with their white peers. Consequently, one of our targets is to eliminate the unexplained gap in degree outcomes between white and black students by 2024/25.

## Progression

1.2.10 Over a period of five years the University has seen a 19% increase in all ethnicities except white progressing into highly-skilled employment: from 48% in 2012/13 to 67% in 2016/17. This is in comparison with their white peers, where we saw a 16.6% increase, from 55.7% to 72.3%, within the same period. The University is conscious that, although we have seen value in direct action over the last three years to support our Black students, we need to continue to reduce the employment gap between other ethnicities and white students, in particular focusing on Asian and mixed ethnicities.

	2012-13	2013/14	2014/15	2015/16	2016/17
Asian	47	52	46	58	66
Black	47	50	62	69	73
Mixed	48	56	57	67	64
Other			55	65	65
White	55.7	57.7	61.6	70.9	72.3
All ethnicities except white	48	52	53	63	67
All ethnicities except black	54.3	56.8	59	68.7	70.8

**Table 008:** UoS % Highly skilled employment or study by ethnicity (Source: OfS Dataset)



**Fig 009:** UoS % graduates in highly skilled work or further study by ethnicity. (Source: OfS Dataset)

- 1.2.11 Following close interrogation of our internal data sets of all other ethnicities except white, we identified that all ethnicities apart from Asian from a low household income background have higher levels of progression to highly-skilled employment when compared to the same ethnicity from a high-income background. According to the 2016/17 DLHE data, Asian students from a low household income are 4% less likely to progress to highly skilled employment compared to their peers from a high income (65% vs 69% in 2016/17).
- 1.2.12 Further exploration of our internal data identified that, although we have seen an improvement in progression of black students, Black or Black British-African students were 11% less likely to progress into highly-skilled employment compared with Black or Black British-Caribbean students (69% vs 80% in 2016/17).
- 1.2.13 Our internal data also identified that whilst Asian women do not fare as well as white women or white men in obtaining highly-skilled employment, they tend to do better than Asian men and Black students, both male and female.
- 1.2.14 We will work to eliminate the gaps between Asian and white ethnicity, mixed and white and other, and white ethnicity students for entry into graduate-level employment.

### 1.3 Age

#### Access

- 1.3.1 75.1% of all first-degree full-time students in 2017/18 were Young (under 21 on entry) compared to 24.9% Mature (21 and over on entry). The proportion of first-degree full-time mature students has decreased by 9.6% since 2013/14 bringing us slightly below the sector average of 27.8%. The first-degree part-time Mature student population in 2017/18 was 76% compared to 24% Young, though Mature part-time entry has seen a decline of 11% since 2015/16.

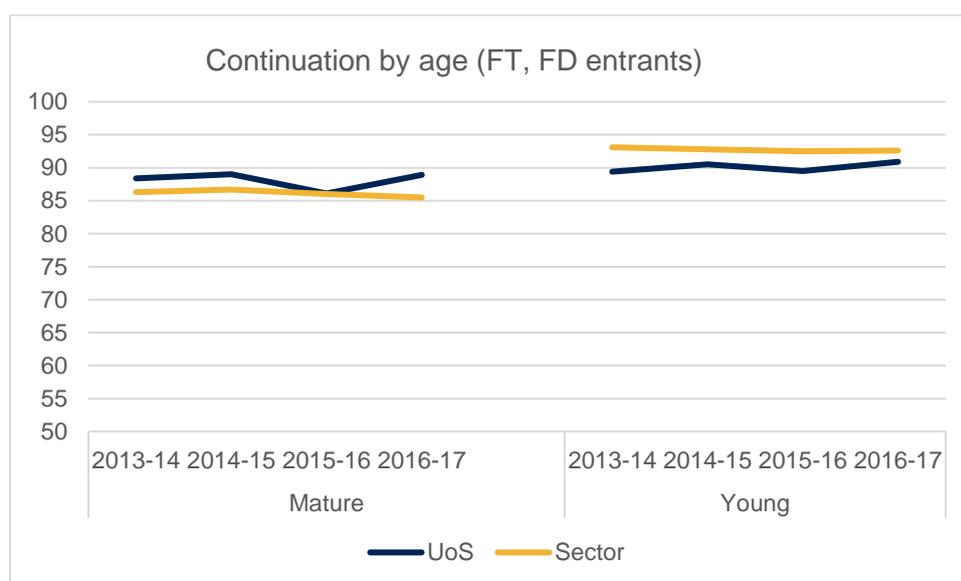
#### Success - Continuation

- 1.3.2 The continuation rate for first-degree full-time Young students is 90.9%, compared to 88.9% for Mature students in 2016/17. Mature continuation has seen a change in rate from 2013/14 to 2016/17 of 0.5% compared to Young, who in the same period advanced by 1.5%. Continuation of Mature students on a part-time first degrees was 80.8% in 2017/18.

	2013/14	2014/15	2015/16	2016/17
Mature	88.4	89	86.1	88.9
Young	89.4	90.5	89.5	90.9

**Table 009:** UoS continuation by age: FT, first degree entrants. (Source: OfS Dataset)

- 1.3.3 The continuation gap between all first-degree full-time Young vs Mature students was 2% in 2016/17, although continuation rates for part-time Mature students studying a first degree was slightly behind Young students at 88% and has been at that level for the last 3 years.



**Fig 010:** Continuation rates by age: FT, first degree entrants. (Source: OfS Dataset)

## Success - Attainment

- 1.3.4 The attainment for all first-degree full-time Young students was 74.1%, compared to 73.2% for Mature students in 2017/18. Mature attainment has seen a change rate from 2014/15 to 2017/18 of 4.1% compared to Young students' attainment, who in the same period advanced only 0.5%. The attainment gap between Young vs Mature is not statistically significant.

	Mature				Young			
	2014/15	2015/16	2016/17	2017/18	2014/15	2015/16	2016/17	2017/18
UoS	69.1	71	66	73.2	73.6	74.4	71.9	74.1
Sector	66.3	67.5	68.5	69.8	75.8	76.9	78.5	79.3

**Table 010:** % Good degrees by age, UoS vs Sector, FT, FD students. (Source: OfS Dataset)

## Progression

- 1.3.5 Over a period of four years the University has seen a 16% increase in Mature students progressing on to highly-skilled employment or study, from 67% in 2013/14 to 83% in 2016/17. When compared with Young students, Mature students are more likely to progress on to highly-skilled employment or further study and were 7.2% ahead of their peers at other English higher education providers.

	2013/14	2014/15	2015/16	2016/17
Mature	67	70	80	83
Young	51.4	53.7	62.6	64.9

**Table 011:** UoS % graduates in highly skilled employment or study by age, FT, first degree graduates. (Source: OfS Dataset)

- 1.3.6 We have seen a drop in numbers of mature students due to changes in government policy. Given current market conditions, we believe that it will be difficult to grow this cohort. We are therefore committed to stabilising and maintaining the number of mature students applying and registering with the University and also to monitoring mature students from low participation neighbourhoods applying and registering with the University to ensure no further decline.

## 1.4 Disabled students

### Access

- 1.4.1 The University of Salford access proportions for first-degree full-time entrants who have declared a disability has increased over the last five years, rising from 15.3% in 2013/14 to 20.5% in 2017/18, and has remained above all English higher education providers' average of 14.6% in 2017/18.
- 1.4.2 Disaggregation of the disabled student population identifies that the most common category of disability is multiple impairments (9.8% of the population in 2017/18).

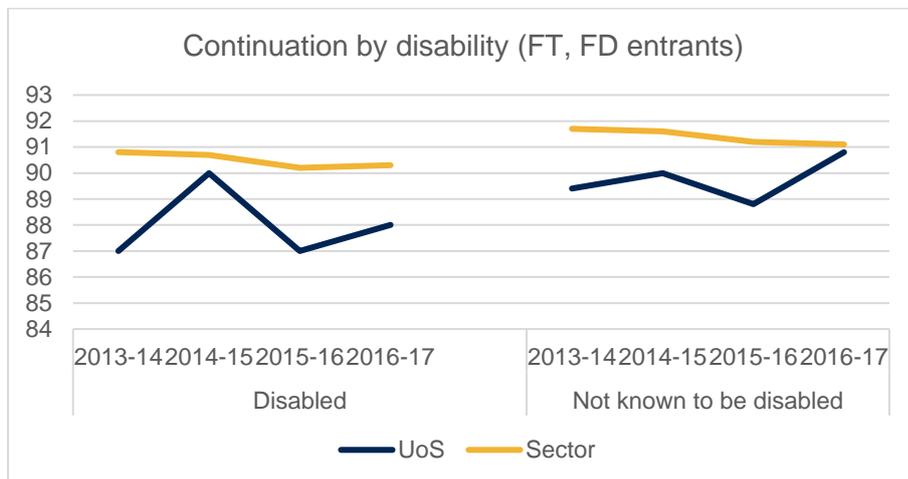
	2013/14	2014/15	2015/16	2016/17	2017/18
Disabled	15.3	10.9	15.5	17.1	20.5
Not known to be disabled	84.7	89.1	84.5	82.9	79.5
Cognitive or learning difficulties	6.5	5.6	4.4	5.1	4
Mental health condition	2	1.6	1.9	2.8	5.2
Multiple impairments	2.3	1.8	8.2	7.8	9.8
Sensory, medical or physical impairment	3.9	1.5	0.6	1	1.1

**Table 012:** UoS access by disability: FT, first degree entrants. (Source: OfS Dataset)

- 1.4.3 We are seeing an increasing percentage of new entrants disclosing a disability. We have seen a 3.2% increase in disclosures of mental health conditions from 2% in 2013/14 to 5.2% in 2017/18
- 1.4.4 From analysis of our access data, disabled students outperform the institutional average for both offers (72% compared with 69%) and registration (35% compared with 23%). The proportion gaining offers reflects well on our ongoing outreach work across this group and the percentage registering is likely to also be influenced by an increased likelihood of disabled students staying closer to home.

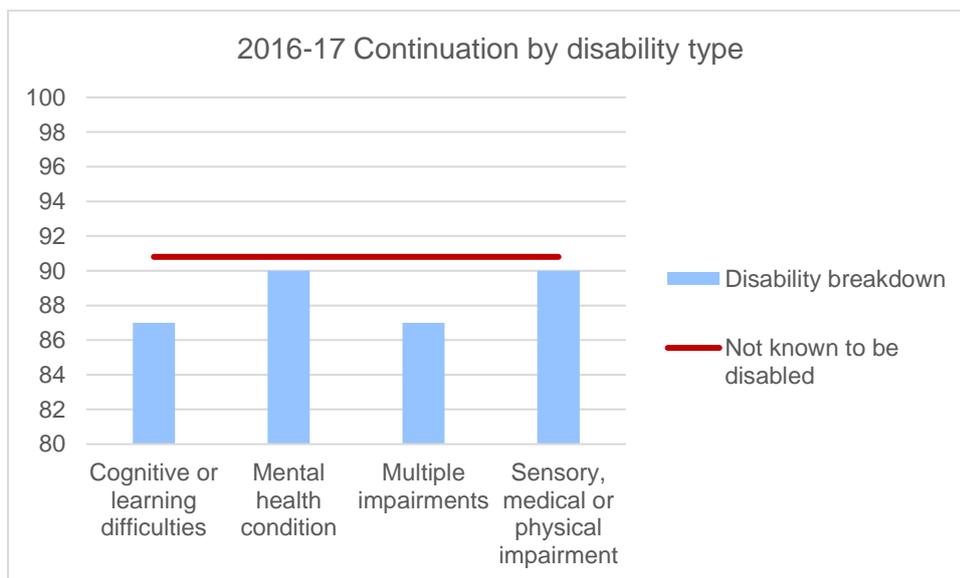
## Success - Continuation

1.4.5 Continuation rates for disabled students for all full-time undergraduate students was 88% in 2016/17 and for those not known to be disabled was 91.1% in the same period. This shows a continuation gap of 3.1% in 2016/17, although there had been a 1% improvement in continuation from 2015/16 following a 3% drop from 2014/15.



**Fig 011:** Continuation by disability, UoS v Sector. (Source: OfS Dataset)

1.4.6 Following close interrogation of students with a declared disability on a first-degree full-time undergraduate courses, we identified that students with multiple impairments and cognitive or learning difficulties had a continuation rate of 87% in 2016/17, compared to 90.8% of students who were not known to be disabled. Continuation rates for those with mental health conditions and sensory, medical or physical impairment categories were only 0.8% below those for the 'not known to be disabled' category in 2016/17, although both had fallen on average by 2% since 2015/16.



**Fig 012:** UoS continuation rates (2016/17) by disability type. (Source: OfS Dataset)

## Success - Attainment

1.4.7 In 2017/18 attainment rates for disabled first-degree full-time undergraduate students was 71% and for those with no known disability was 74.4%. This showed a gap of 3.4%. Nevertheless, we have observed a 2% improvement in attainment for disabled students since 2016/17 and a 4.4% increase for those who are not known to be disabled.

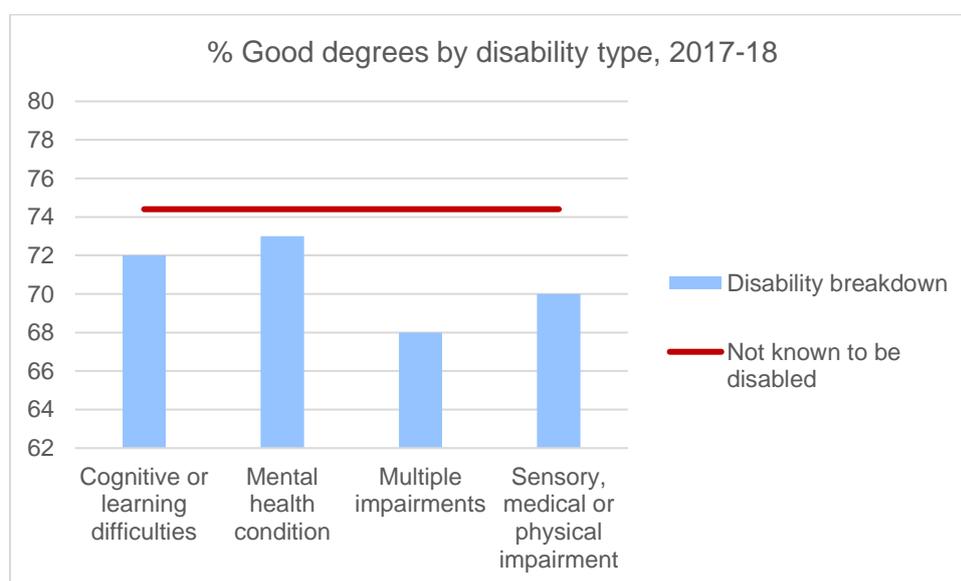
	Disabled				Not known to be disabled			
	2014/15	2015/16	2016/17	2017/18	2014/15	2015/16	2016/17	2017/18
UoS	72	74	69	71	72	73	70	74.4
Sector	71.5	72.7	74	75.2	74.4	75.4	76.8	77.8

**Table 012:** Good degrees by disability compared to sector: FT, First Degree students. (Source: OfS Dataset)

1.4.8 Following close analysis of students with a declared disability on a first-degree full-time undergraduate course, we identified that, in 2017/18, students with multiple impairments in had an attainment rate of 68% (falling 2% since 2016/17) compared to 74.4% of students who were not known to be disabled.

1.4.9 Students with mental health conditions have the smallest attainment gap in comparison with those with no known disability, with an attainment gap of 1.4% in 2017/18. However, attainment fell by 4% from 77% in 2016/17 to 73% in 2017/18.

1.4.10 There was a notable difference in attainment for students with sensory, medical or physical impairment in comparison with their continuation rates: in our analysis we identified that, although attainment increased by 2% in 2017/18 to 70%, there was a 4.4% attainment gap in comparison with students with no known disability (74.4% in 2017/18).



**Fig 013:** UoS good degree rates by Disability type: FT, First Degree students. (Source: OfS Dataset)

## Progression

1.4.11 Over a period of four years the University has seen a 22% increase in disabled students progressing on to highly-skilled employment: from 50% in 2013/14 to 72% in 2016/17. This is in comparison with students who are not known to be disabled, where we saw a 13.1% increase from 57.8% to 70.9% within the same period. The University is conscious that, whilst we have seen a positive change in our disabled students

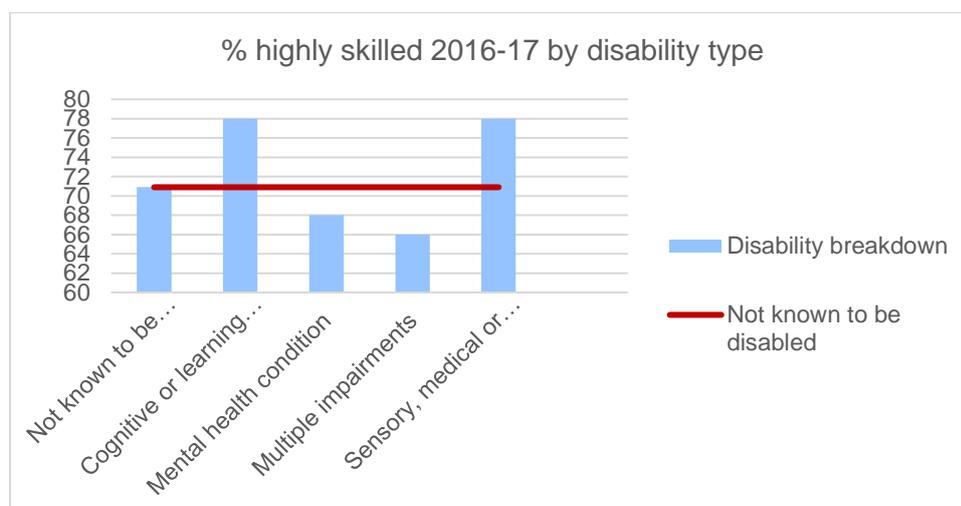
progressing to highly-skilled employment, a subset of these students (those with multiple impairments) is 6% below the average for disabled students progressing to highly skilled employment in 2016/17.

- 1.4.12 We will continue to work with our students with multiple impairments and those with mental health conditions in order to better design our provision and engagement with industry to increase their chances of employability.

	2013/14	2014/15	2015/16	2016/17
Disabled	50	56	63	72
Not known to be disabled	57.8	60	69.8	70.9
Cognitive or learning difficulties	53	61	73	78
Mental health condition	40	52	57	68
Multiple impairments	45	50	56	66
Sensory, medical or physical impairment	50	55	55	78
Social or communication impairment	-	-	-	-

**Table 013:** UoS % in highly skilled employment or study by disability, FT, First Degree graduates. (Source: OfS Dataset)

- 1.4.13 Following closer interrogation of students with a declared disability on a first-degree full-time undergraduate course, we identified that students with mental health conditions had a progression rate of 68% in 2016/17 (which has increased by 11% since 2015/16) compared to 70.9% for students who were not known to be disabled.
- 1.4.14 Students with cognitive or learning difficulties and sensory, medical or physical impairment have higher levels of progression compared to other disabled peers or those with no known disability.



**Fig 014:** 2016/17 % highly skilled employment or study by disability type, FT, first degree graduates. (Source: OfS Dataset)

- 1.4.15 In conclusion, in our analysis of our performance in this area, we have identified that there is a gap in progression rates between specific 'disabled' categories and 'not known to be disabled' students. In particular those with multiple impairments had progression into highly skilled employment that was 6% (2016/17) below other disabled students and 4.9% below students with no known disability. We commit to improve the progression of our students with multiple impairments to eliminate this gap between now and 2024/25.

## 1.5 Care leavers

### Access

- 1.5.1 Over the last four years, the average number of care leavers registering to study at the University has been 47 per year. This equates to fewer than 1% of our UK entrants. Conversion from application to registration for care leavers is 22% compared to 23% for all entrants. We continue to provide targeted activities to support this group who are more likely to stay close to their home region and support network.

### Success - Continuation

- 1.5.2 It is difficult to identify any trends in continuation data for Care Leavers although it is above the University average with 93.5% continuing study in 2017/18.

Academic Year	New Students	Continuers	Cont. Rate	Total Population (i.e. any residency)
2015/16	35	35	100.00%	5548
2016/17	44	43	97.73%	5100
2017/18	46	43	93.48%	5584
2018-19	65	0*	0.00%	6113

**Table 014:** Analysis of care leaver statistics to demonstrate numbers and continuation rate between 2015/16 and 2018/19 Source: UoS Internal Data

\*The figure for continuation shows as 0, because the data has yet to be collected for continuation for these students

### Success - Attainment

- 1.5.3 Of those care leavers graduating in 2017/18, 94% gained a good degree. This percentage appears to compare favourably with that for the population overall, but given the small numbers involved, caution needs to be taken when carrying out a direct comparison.

### Progression

- 1.5.4 Over a period of three years (2015/16-2017/18), 63% of care leavers who completed the Destination of Higher Leavers survey (DLHE) confirmed that they were working in full- or part-time employment, and 15% in either full- or part-time further study.
- 1.5.5 The percentage of care leavers in highly-skilled employment or study has slightly declined over the last three years although the University has seen the absolute numbers increase and has found an increase in care leavers undertaking full time further study. In carrying out our assessment we have identified that work needs to continue to improve the progression rates of care leavers into highly skilled employment.

## 1.6 Intersections of disadvantage

- 1.6.1 This section provides a summary of the identified intersections in the assessment of performance of groups that are underrepresented in higher education, such as disability, ethnicity, and age (mature students) and, in particular, an intersectional analysis of our target groups (low participating areas, deprivation, low income, mature, disabled, Ethnicity – White, Black and Asian, Care Leavers).

## Access

- 1.6.2 As part of our intersectional analysis of the data, the University has found that IMD provides a clear measure of the economic disadvantage of our students, with 55.8% of our first-degree full-time students entering in 2017/18 being from IMD Q1-2 compared to the all English higher education providers average of 40.8%.
- 1.6.3 Using our internal data on Household Income we conducted an analysis of our students' demographic characteristics. We recruit 40% (2017/18) of our student population from a low-income background (less than £25k); in this group 56% are female and 40% are from a BAME background. 38% of students from a low-income background in 2017/18 also disclosed a disability, of whom 8% were BAME. Only 9% of those from a low income are also from a low participation background.
- 1.6.4 Looking at first-degree full-time students, of all those in IMD quintiles 1 & 2, there is a relatively even split between white students and students of all other ethnicities (48% vs 52%). However, when looking at all those in quintiles 3, 4 or 5, 87% are white, compared with only 13% from other ethnicities. This indicates that BAME students are less likely to be from more affluent areas at Salford.

## Success - Continuation

- 1.6.5 As part of our intersectional analysis of the data, there is a 6% gap in continuation for first-degree full-time male students from the lowest participating areas (POLAR4 Q1&2) compared with female students from the highest participating areas (POLAR4 Q3,4 and 5).
- 1.6.6 In Continuation, our part-time undergraduates from IMD quintile 5 outperform their peers from other quintiles by at least 10 percentage points (2015/16 data). The Q5 continuation rate is 95%, compared with 80% for Q1, 85% for Q2, 75% for Q3 and 85% for Q4. There is also a 6% continuation gap for first-degree part-time students from IMD Q3, Q4 or Q5 compared with those from Q1 or Q2. The continuation rate for Q3, Q4 or Q5 part-time first-degree students is 85%, compared with 79% for their peers from Q1 or Q2.
- 1.6.7 As part of our intersectional analysis of the data, we identified that, in 2016/17, there was a significant continuation gap of 6.3% between male students from the most deprived areas (IMD 1-2) and their female peers from the least deprived areas (IMD 3,4,5). In the same period, the gap was 3.9% for peers within the same IMD.
- 1.6.8 Following closer interrogation of our internal data sets of all other ethnicities except white, we identified that the continuation gap for black students and white students has increased, for Black or Black British – Caribbean and those from Other black backgrounds (2016/17). Analysis of our internal data has shown that a major factor in continuation is whether students commute or stay on campus. 73% of our BAME students live in their parental home (and commute) compared to only 43% of White students.
- 1.6.9 We identified that white students from low participating and most deprived areas had a lower level of continuation compared to peers. Closer analysis identified that, in particular, male students were at the highest risk of not continuing. Part-time students outperformed their full-time peers.

## Attainment

- 1.6.10 As part of our intersectional analysis of the data, we identified that significantly more white students from the highest participating areas (POLAR4 Q3,4 or 5) leave with a good degree than their non-white peers from the same POLAR quintile group (80% compared to 64% in 2017/18). In addition, more white students from the lowest participating areas (POLAR4 Q1&2) leave with a good degree than their non-white peers from the same POLAR quintile group (76% compared to 70% in 2017/18). Significantly more white students leave with a good degree than their non-white peers even when accounting for participation areas.

- 1.6.11 There is a 13% gap between all first-degree full-time undergraduate male students IMD Q1 & 2 compared to other male students from IMD Q3,4 and 5 (67% compared to 80% in 2017/18). Other significant gaps identified that more female students from IMD Q3 4 or 5 left with a good degree in 2017/18 than male students from Q1 or 2 (78% compared to 67%). In addition, more female students from IMD Q3, 4 or 5 left with a good degree in 2017/18 than female students from Q1 or 2 (78% compared to 70.8%).
- 1.6.12 In 2017/18 there was a significant gap of 13% between white students from IMD Q1 or 2 and their non-white peers in the same quintile group. White students from IMD Q3, 4 or 5 are significantly more likely to leave with a good degree than non-white students from IMD Q1 or 2.
- 1.6.13 Following closer interrogation of our internal data sets of all other ethnicities except white, we identified that the attainment for Black or Black British – African students and other black backgrounds in 2016/17 was significantly below that of white students.
- 1.6.14 According to our internal data, disabled students of all other ethnicities except white do not do as well as all non-disabled other ethnicities except white students, or as white disabled or non-disabled graduates. Disabled other ethnicities except white students have the lowest good degree rates when compared with non-disabled other ethnicities except white students and white students in general (although care is needed when interpreting the data of a small population: the number of black disabled students is relatively low (183, amounting to just 4% of the cohort).
- 1.6.15 Our analysis highlights the lower degree attainment of black students in comparison with their white peers. Consequently, one of our targets is to eliminate the unexplained gap in degree outcomes between white and black students by 2024/25.
- 1.6.16 We identified that there was a 13% gap between all first-degree full-time undergraduate male students from IMD (Q1 and Q2) compared to other male students, and a 12% between female students from IMD (Q3,4 or 5), which requires addressing. It was also identified that there was a 14% attainment gap between BAME and white students within the most deprived areas (IMD 1, 2) in 2017/18 and it was also echoed within the attainment gap between BAME peers in the most deprived areas (IMD 3,4,5) at 10%.

## Progression

- 1.6.17 As part of our intersectional analysis of the data, we identified in 2016/17 that 59% of female first-degree full-time undergraduate students in low participating areas (POLAR4 Q1 & 2) progressed into highly skilled employment, compared to 69% of female first-degree full-time undergraduate students from the highest participating areas (POLAR4 1 & 2) - a 10% gap progression gap. Further analysis identified that in 2016/17 white students from the lowest participation areas (POLAR4 Q1 & 2) were 10% less likely to progress to highly skilled employment compared to their white peers from a high participation area (POLAR 4 Q3,4 or 5).
- 1.6.18 As part of our intersectional analysis of the data, we have identified 11% gap in progression to highly skilled employment between male students from IMD 1 and 2 compared with their female peers in IMD 3,4 or 5 (65% compared to 76% in 2016/17). Female students from IMD 1 and 2 are more likely to progress into highly skilled employment compared to their male peers from IMD 3,4,5 (72% compared to 70% in 2016/17). Male students compared to female students, regardless of deprivation, are less likely to progress to highly skilled employment, and when considering deprivation, the gap is higher when comparing male students from the most deprived with female peers.
- 1.6.19 From our internal data analysis on household income, we interrogated the characteristics gender, ethnicity and low participating areas. 67% of students from a low-income background (less than £25k) in 2016/17 go onto highly skilled employment compared to 63% of students from a high-income background (above £25k). There is no statistical difference between gender, low income and progression according to our internal data for 2016/17 (66% of female students from low income background compared to 67% of male students progressed onto highly skilled employment).
- 1.6.20 According to internal data, all ethnicities apart from Asian from a low household income have higher levels of progression to highly skilled employment when compared to the same ethnicity from a high-income background. Asian Students from a low household income according to the 2016/17 DLHE data are 4% less likely to progress to highly skilled employment compared to their peers from a high income (65% vs 69% in 2016/17). There was no correlation identified through internal data between household income and participating areas that was statistically significant.

## Summary

1.6.21 Analysis of our student population over the last five years indicates that:

- White Male students from a high deprivation area are least likely to succeed compared to their female counterparts.
- Disabled students are more likely to be from a higher income background.
- Some ethnicity groups are more likely to be from a particular social economic backgrounds and areas of deprivation.
- Students from underrepresented groups are much more likely to commute to the University and live in their parental home, rather than in student accommodation.

## 1.7 Other groups who experience barriers in higher education

### Transgender students

1.7.1 As at March 2019, the University has 17 transgender students registered. Due to confidentiality and data protection, we are unable to provide disaggregated numbers of transgender students into stages of the lifecycle or provide a statistical analysis. However, qualitative feedback from these students is gathered through our Trans Forum which provides trans students with the opportunity to discuss barriers to success and progression at University.

### Carers

1.7.2 The University has 187 carers currently registered. 2018/19 has been the first year that we have included 'carer' status as a category in online registration. Once the students indicate that they are carers they are contacted to verify their status and to discuss support available. It is anticipated that in future evaluation of current performance these students can be tracked, and we will be able to identify at what stage of the student journey they may face challenges.

### Estranged students

1.7.3 For the academic year 2018/19 there are 108 new students who identify as estranged. This is the first year that we have included a question at online registration giving students the opportunity to declare that they are estranged from family. It is anticipated that as these students progress through their studies we will be able to track success and progression rates. Qualitative feedback from these students is obtained through the People at University Separated or Estranged (PAUSE) group.

### Refugee/asylum seekers

1.7.4 Refugee/asylum seekers are less likely to gain an offer (50% receive an offer, compared to 69% of the general population) or to register (18% compared to 24%). This is believed to be due to availability of supporting documentation (e.g. certificates, financial documents, etc.) and English Language skills holding back some applicants from successfully entering the University.

1.7.5 The number of asylum seekers at the University has ranged from 35 in 2015/16 to 48 in 2017/18. Continuation rates have been 83% and 93%. We are mindful that caution is needed when considering the statistical information of student groups with small numbers. In the academic year 2017/18, 77% of asylum seekers graduating achieved a 'good' degree.

## 2. Strategic aims and objectives

### Overarching strategic aims

- 2.0.1 The Access and Participation plan is core to the University of Salford's mission to transform lives, stimulate discovery and realise all our students' potential. Through teaching, learning, research and enterprise, we harness the skills, imagination, and enthusiasm of our staff and students to work in partnership with large and small enterprises across the public, private and charitable sectors to change people and communities and deliver lasting economic and social benefit.
- 2.0.2 We have a strong, long-standing track record in the area of widening participation and have consistently exceeded our benchmarks for participation from traditionally under-represented groups. We make a major contribution to providing access to higher education across Greater Manchester, the wider North West and nationally. To help all our students achieve their potential, we know that our approaches and content need to be adapted for specific groups of students. To help ensure we do this consistently and comprehensively, all policies, plans and guidance need to undertake an Equality and Diversity Impact assessment, which considers the socio-economic background as well as protected characteristics of our students.
- 2.0.3 Our Corporate Strategy details our aspiration that by "pioneering exceptional industry partnerships we lead the way in real world experiences preparing students for life". This strategy is realised through increasingly granular plans, ranging from institution-wide initiatives detailed in our sub-strategies, down to the local continuous improvement of individual programmes and modules. As part of this development, issues around fairness and equality are explicit considerations.
- 2.0.4 The aspiration of our Education and Student Experience academic sub-strategy outlines our core objectives that frame our approach to supporting student development and success:
- Deliver excellent teaching, with a relevant and up-to-date curriculum, that is informed by real-world research and professional practice, and supports student success.
  - Provide a range of complementary opportunities which students recognise as contributing to the development of their graduate skills, attitudes, personal competencies and attributes.
- 2.0.5 Our assessment of current performance detailed in section 1 has shown that we have made good progress, and that more focussed activity is needed to better understand and remove performance gaps. We have identified seven groups spanning each stage of the student lifecycle requiring action to address the gaps in access and participation and to enhance the student experience. To address these gaps specifically, as well as to improve quality and outcomes more generally, the University has committed to deliver a programme of activity under the umbrella of the Student Success Project (paragraph 3.1.2.5). This project will ensure appropriate evidence informed actions are taken and effective impact and evaluation is embedded within each of the workstreams.

## 2.1 Target groups

### Underrepresented groups targeted within our access and participation work

2.1.1 The table below sets out the underrepresented groups that the University of Salford will be targeting based on our assessment of performance, and at which stage(s) of the student lifecycle (access, continuation, attainment and progression).

Underrepresented group	Access	Success Continuation	Success Attainment	Progression
<b>POLAR 4 (Q1)</b>		<b>X</b>		<b>X</b>
<b>IMD (Q1)</b>		<b>X</b>		<b>X</b>
<b>Low Income (less &lt;25k)</b>	<b>X</b>			
<b>Mature</b>	<b>X</b>			
<b>Disabled</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>
Mental Health				<b>X</b>
Multiple impairments		<b>X</b>	<b>X</b>	<b>X</b>
<b>Ethnicity</b>		<b>X</b>	<b>X</b>	<b>X</b>
Black			<b>X</b>	<b>x</b>
Asian				<b>x</b>
<b>Care Leavers</b>		<b>x</b>	<b>x</b>	<b>x</b>

**Table 015:** Underrepresented groups targeted within our access and participation activity 2020/21 to 2024/25

## 2.2 Aims and Objectives

2.2.1 In establishing our objectives, we have reviewed our assessment of performance and aligned this with the overarching University strategic enablers to identify three key aims over the student lifecycle:

### Access

2.2.2 **AIM:** To reduce the gap in participation in HE for students from underrepresented groups by 2024/25

#### Objectives:

- To increase the number of mature learners from 24.9% to 29%
- To increase the number of disabled student entrants from 20% to 22%

### Success

2.2.3 **AIM:** To eliminate the gaps in continuation and attainment between different groups and their peers by 2024/25

#### Objectives:

- To eliminate the attainment gap between disabled and non-disabled students
- To eliminate the attainment gap between White and Black students
- To eliminate the continuation gap between POLAR4 (Q1) and POLAR4 (Q5) students
- To eliminate the continuation gap between IMD Q1 and IMD Q5 student

### Progression

2.2.4 **AIM:** To eliminate the gaps in progression to highly-skilled employment or study between different groups and their peers by 2024/25

#### Objectives:

- To eliminate the progression gap between Asian and White students
- To eliminate the progression gap between Mixed and White students
- To eliminate the progression gap between Other and White ethnicity students for entry into graduate level employment or further study at a higher-level students

- To eliminate the progression gap between students from low participating areas (POLAR4 Q1) and high participating areas (POLAR4 Q5)
- To eliminate the progression gap between IMD Q1 and IMD Q5 students

### 3. Strategic measures

#### 3.1 Whole provider strategic approach

##### 3.1.1 Overview

- 3.1.1.1 Our Corporate Strategy, with its focus on industry collaboration and preparing our students for life, informs, through our sub-strategies, curriculum design principles that specify the requirements for the type of work-focused study opportunities that will inspire and prepare students. Our outward focus, characterised by engagement with industry through partnership, research, development and consultancy not only informs the curriculum but also establishes a network of opportunities for progression.
- 3.1.1.2 Animating our strategies are comprehensive reviews of the literature that support our Student Success and Employability Frameworks. These Frameworks provide the theoretical core that informs both the design and evaluation of activity. There is a high degree of agreement within the literature as to the primary factors influencing student success and progression into employment.

##### Five Key Factors

- 3.1.1.3 The factors influencing student success can most easily be divided into two categories: Pre-entry student characteristics and learning environment. Pre-entry characteristics are linked to socio-economic background (family income and parental employment characteristics), whether the learner is a 'first in family' to enter university, prior educational attainment (points on entry and whether an 'academic' or 'vocational' route had been followed), as well as personal characteristics such as ethnicity, age or disability. Key elements of the learning environment are known to be those associated with students having a sense of purpose and sense of belonging, social and academic support networks and access to information, advice and guidance as well as dispositional characteristics such as self-efficacy and resilience. We also recognise that these factors are experienced differently by students who live on or close to campus than those who might be considered as 'day students', living in their family home, or commuting from a distance.
- 3.1.1.4 These pre-entry characteristics and the learning environment serve to influence both the availability of opportunity and the ability of individuals to take those opportunities which are presented. Our strategies to address student success and graduate employability therefore seek to address both availability and accessibility of opportunity to support social mobility.
- 3.1.1.5 Analysis of the common factors associated with successful employment outcomes reveals five key determinants of success. These factors can be identified as separate but to some extent co-dependent items and form the basis of our activity and evaluation strategy. They are listed in table 16 below. Whilst presented at a summary level, we recognise that students will have different needs based on their personal characteristics.

Factor	Description	Stage of the student lifecycle:			
		Access	Attainment	Continuation	Progression
<b>Sense of Belonging</b>	The degree to which a student feels a part of the university, its community(ies), and networks (both formal and informal)	Establishing an early bond with students to reduce perceived and actual barriers to entry.	Building strong networks of support to facilitate engagement with both curricular and extra-curricular activities.	Creating meaningful connections for all students to ensure all have access to necessary advice, guidance and support.	Supporting professional networks and identities to maximise the availability and accessibility of progression pathways.
<b>Sense of Purpose</b>	The degree to which a student has a clear understanding of their objectives for attending university and future goals. These may relate to career but are not limited to future employment.	Promoting awareness of qualification pathways and access routes to ensure entrants are attracted to the most appropriate programmes offered in a mode that meets their needs.	Developing awareness of and reflection upon future goals to ensure students access the full range of curricular and extra-curricular experiences to support their achievement.	Reinforcing students' focus for study to support greater resilience and engagement.	Enabling graduates to recognise and access the most appropriate pathways to their chosen career. Understanding how their university and other experiences can best be harnessed and presented.
<b>Self-Efficacy</b>	The situational confidence that an individual student has in their ability to meet the demands of a given situation.	Engaging potential students to build self-efficacy and consequentially aspiration.	Through curricular and extra-curricular activities develop the confidence of students to stretch themselves.	Supporting and engaging students to reflect upon their ability to achieve.	Building graduates' aspiration to seek highly-skilled employment and the confidence to pursue their chosen career pathway.
<b>Resilience</b>	The ability of an individual to 'bounce-back' from difficulties or challenges. This can relate to general 'life' resilience or more specifically to 'academic' resilience.	Supporting potential applicants to understand the demands of University and to prepare for successful entry.	Enabling students to reflect upon their achievements and learn from set-backs to maximise their potential.	Providing comprehensive support and guidance to help students manage and learn from set-backs and challenges and persevere with their studies.	Supporting students and graduates to identify opportunities for progression and reflecting upon outcomes to build persistence in pursuit of their chosen progression route.
<b>Engagement</b>	The extent to which a student is active in participating with a given set of activities.	Provision of accessible opportunities for potential applicants to engage with subject content and learning environments.	Maximising opportunities to achieve by ensuring that all students are encouraged to engage with a wide range of curricular and extra-curricular activities that are accessible to all.	Pro-active monitoring of engagement and building students' ownership of their levels of engagement to support academic success and to target support where it is most required.	Engaging internal and external networks to enable graduates to build a portfolio of achievements and experiences relevant to their chosen progression route.

- 3.1.1.6 The Access and Participation project team maintains the day to day operational delivery of core functions for the monitoring, evaluation and development of requirements set by the Access and Participation Steering group. The chair of the Access and Participation project team has oversight, along with the Inclusion and Diversity team in HR, for student inclusion and diversity. The Inclusion and Diversity Strategy (IDS) 2016-21 focuses on embedding inclusion and creating an inspirational and inclusive learning, research and working environment.
- 3.1.1.7 The inclusion and diversity governance structure ensures key groups are represented on University committees, providing a link with the Vice Chancellor's Executive Team and promoting collaboration across the University. The Access and Participation Steering group reports to the Inclusive Student Experience Committee which in turn reports into the Inclusion and Diversity Engagement Committee and the Vice Chancellor's Executive Team. The Access and Participation Steering group reports into the Inclusive Student Experience Committee on matters that are aligned with IDS 2016-21, in particular ensuring that objectives and initiatives to eliminate the attainment gap between BAME and White Students are appropriately linked.
- 3.1.1.8 This more consistent approach has supported groups from across the University to come together to prioritise actions and ensured that, in the development of our Access and Participation Plan, we have considered protected characteristics as outlined in the Equality Act 2010 and how particular groups may be impacted at the University. To ensure cross-university collaboration the teams working on BAME attainment have incorporated their activity within the Student Success Project from January 2019.

### **3.1.2 Alignment with the other strategies**

#### **Salford Curriculum +**

- 3.1.2.1 This is the sub-strategy that frames all activity related to improving our students' educational experience. Its goal is to provide a bold, distinctive and accessible education and student experience, co-created in partnership with students and industry, co-delivered on campus, online, and in the workplace, and focussed on real-world, value-added experiences that prepare our students for life.
- 3.1.2.2 Aligned to this strategic priority area are 5 core indicators: teaching on my course, assessment and feedback, academic support, highly skilled graduates and continuation. Consequently, the commitments made in terms of the access and participation plan tie directly into these core indicators.

#### **Industry Collaboration Zones**

- 3.1.2.3 This is our Corporate Strategy for 2016-21, which focussed our activity around Industry Collaboration and specifically four Industry Collaboration Zones that align with specific 'markets'. The zones build on our areas of expertise and provide a unique environment where leading researchers, practitioners, professionals and students can collaborate on multi-disciplinary projects to help solve today's global challenges. Through the zones, students work closely with staff and industry partners on work-based learning opportunities, applying their learning and skills in real-world environments.
- 3.1.2.4 Integral to our industry collaboration has been the review and development of our curricula in line with ten design principles:
- Inclusivity
  - Co-created curriculum
  - Active and collaborative learning
  - Real world and experiential learning
  - Digital fluency
  - Learner autonomy
  - Authentic assessment
  - Education for ethical behaviour
  - Research informed curricula
  - Path to professional

#### **Student Success Project**

- 3.1.2.5 January 2019 saw the launch of a major cross-University project involving collaborative working between the academic staff, professional services and the Students' Union. The Student Success Project, sponsored by the Pro-Vice Chancellor Student Experience, the Registrar, the Dean of Students and the CEO of the Students' Union, has 7 work streams addressing key aspects of the student lifecycle. The project aims to research, evaluate and change our systems and processes to ensure that all students are enabled to succeed. The work of the Student Success Project builds upon a detailed analysis of existing knowledge and best practice encapsulated in our Employability and Retention Framework documents, in particular focusing on aspects of the student journey that enhance the student experience for underrepresented students.

## Theory of Change

- 3.1.2.6 Our strategic aims and objectives are underpinned by our overarching Theory of Change which incorporates a six-step approach and aligns our outputs with our evaluation framework for the five common factors of success (outlined above). Each area of the lifecycle set out below provides a description and illustration of our approach that summarises a set of initiatives that have been identified that are intended to address our objectives and lead to our aims being achieved.



**Fig 015:** UoS Theory of Change model

### 3.1.3 Strategic measures

- 3.1.3.1 The University has undertaken a detailed and systematic review of the research literature and best practice frameworks relevant to access, continuation, success and progression and completed our assessment of performance. Based upon this work, we have utilised our theory of change and identified key strategic measures and interventions to achieve our identified objectives.
- 3.1.3.2 Our approach to ensuring that our provision is attractive and accessible to all and that it offers all students the best possible opportunity to succeed, as articulated through this Plan, is predicated upon identifying ways to impact the five common factors (Sense of Belonging, Sense of Purpose, Self-Efficacy, Resilience, and Engagement). Our strategy, and the specific programmes and initiatives therein, is grounded on the understanding of the drivers for change and the need to achieve these outputs.
- 3.1.3.3 By monitoring and evaluating these factors for all of our students we will have a clear baseline from which to measure the impact of specific initiatives. Systematically recording data at a population level will also facilitate further research into the relationships between these factors and student success, better informing future strategy.

#### Strategic measures and associated evidence

- 3.1.3.4 In drawing up our strategic measures we have used a variety of research methods to demonstrate that action needs to be taken and to identify a way forward. The evidence has helped inform initiatives and ensure effective alignment with our University strategies and current continuous improvement plans.

#### Steps taken to assess current performance:

- 3.1.3.5 A thorough analysis and disaggregation of our current performance was carried out by analysing data from our internal university systems and mechanisms (including internal data, surveys and fora), external data benchmarks through HEIDI Plus and the baseline data sets provided through the OfS data dashboard.

#### Student Voice:

- 3.1.3.6 Consultation with students through initiatives such as the Trans Forum / PAUSE (People at University Separated or Estranged) / APP consultation group / Student Insights / focus groups.

#### Literature Search:

- 3.1.3.7 Paper delivered by Liz Thomas at the UKAT conference, 5-6<sup>th</sup> April 2017 entitled 'Using Tutoring to Improve Student Success'. This discussed the findings of the 'What Works' phases 1 and 2 project, and the importance of Belonging as being key to improving student retention and success.
- Research carried out by academics at the University of Salford: 'The Academic Resilience Scale (ARS30): A New Multi-Dimensional Construct Measure' *Frontiers in Psychology*
  - #Closingthegap, May 2019. A report into how universities are acting to close the BAME student attainment gap
  - 'Working in Partnership: Enabling Social Mobility in HE: The final report of the Social Mobility Advisory Group' published 10th October 2016
  - Developing best practice based on the work of universities such as the University of Hertfordshire as demonstrated in the case study highlighting their work in #Closingthegap.

- Universities UK: 21 October 2016. Changing the Culture: Report of the Universities UK Taskforce examining violence against women, harassment and hate crime affecting university students
- JISC Learning Analytics project

### Sharing best practice

- 3.1.3.8 Sharing best practice through attendance at a number of conferences, including UK Advising and Tutoring group, OfS and UUK and regional events.

### Running pilot programmes and evaluating the evidence e.g. financial support

- 3.1.3.9 Under our previous 'Vice Chancellor's Excellence Scheme', through which cash bursaries and scholarships were given to students, it was difficult to measure impact and alignment with areas of continuation, attainment and progression. The decision was made to introduce a new funding scheme (Inspire) that would provide an effective mechanism to direct student spend towards areas that aligned with our core aims and associated objectives and - importantly - allowed us to measure and evaluate the impact of the initiative.

- 3.1.3.10 A pilot was completed and, in the evaluation, the following feedback came through:

- 93% of students strongly agreed or agreed that 'the funds contributed in a positive way to the additional costs on my course'
- 96% either strongly agreed or agreed that 'the funds helped me to succeed in my studies'
- 80% strongly agreed or agreed that without the funds they would struggle to buy the materials needed to study on their course
- 95% strongly agreed or agreed that they would recommend the University because of the financial support

### Student Success Project

- 3.1.3.11 The Student Success Project (outlined in paragraph 3.1.2.5) links planned initiatives in the following areas; personalised learning and support, learner analytics and attendance monitoring, Inspire scheme (financial support), personal academic review, BAME attainment, changing culture (mental health and safety and security), and student voice and communication. The Student Success project aims to provide a collaborative (academic, professional services, and USSU) and systematic approach to the delivery of the core objectives for 2019-2022.

- 3.1.3.12 The approach will provide a more fluid sharing of resource and activities and allow a clear mapping of interlinking outputs that address core University targets to make the University of Salford more attractive to a diverse range of potential students, to reduce drop-out rates and tackle disparities in degree attainment and employment, and enhance the academic and student support provision.

- 3.1.3.13 In integrating work streams such as BAME attainment, Inspire and Learner Analytics into the overarching project we are ensuring that the needs of our WP students are central to student continuation, attainment and progression. Project team meetings promote discussion across all work streams so that the needs of students from WP backgrounds are high on the agenda.

- 3.1.3.14 The information in paragraphs 3.1.3.15-3.1.3.21 provides a summary of each workstream/initiative. Short/medium and long term timelines are included within the relevant lifecycle set out in paragraphs 3.1.3.23-3.1.3.50 and their respective tables.

- 3.1.3.15 **Academic Progress Review.** This workstream will include the review of current personal tutoring practice and consider in detail three current core functions of the proposed academic and student-tutor relationship, ensuring that each student receives effective intervention to support their success with regards to:

- Course progression
- Degree attainment
- Education and Professional goals

- 3.1.3.16 **Personalised support for learning.** This aims to ensure we have a seamless and timely support framework which will complement academic progress review, ensuring services and support are clearly articulated.

- 3.1.3.17 **BAME attainment.** The work stream aims to address the identified attainment gap between BAME and White students. The activity will focus on areas of awareness, policy and processes, support, and training and development.
- 3.1.3.18 **Learner Analytics and Attendance Monitoring.** The work stream supports the implementation and continued operational delivery of the Learner Analytics and Attendance Monitoring system with a view to gaining more insight into the academic behaviours of students. The workstream will include the review of current practice, the use of the dashboards and relevant interfaces (such as Customer Relationship Management systems), the processes and procedures to monitoring, and training.
- 3.1.3.19 **Changing Cultures (Mental Health and Safety and Security).** To support our students and maintain services in line with sector practice, the University has agreed to undertake work to enhance our provision in the following areas:
- Mental Health and Wellbeing
  - Sexual Assault and Harassment
  - Safety and Security
  - Bullying, Harassment & Hate Incidents / Crimes
- 3.1.3.20 **Inspire.** This work stream relates to the allocation of funds and monitoring of students from low income and low participation neighbourhoods at each year of study, providing students with financial support to purchase items through an online platform that enable them to succeed in their studies.
- 3.1.3.21 **Student Voice and Communication.** The introduction of new digital solutions across the University has provided us with an opportunity to reflect on current practice for engaging with our students to both co-design curricula and services, and to respond to their needs. Under the guidance and direction of the Student Voice Steering Group, activity focusses on implementing a new module survey platform, the introduction and use of Office 365 including a new student intranet, updating relevant policies, procedures and guidance, and student representation and governance.
- 3.1.3.22 We have identified the following strategic measures (initiatives) that we will put into place to achieve our aims and objectives for Access, Continuation, Attainment and Progression.

## Access

3.1.3.23 The theory of change model below sets out our approach in the area of Access to reduce the gap in participation in HE for students from underrepresented groups by 2024/25

### Objectives:

- To increase the number of mature learners from 24.9% to 29%
- To increase the number of disabled student entrants from 20% to 22%

3.1.3.24 Salford has some of the lowest participation wards in the country. The University of Salford is committed to working in partnership with the local and wider community to ensure accessible information and guidance that allows for well-informed future decisions, opportunities to realise aspirations and raise attainment. The University will address the aim to reduce the gap in participation in HE for students from underrepresented groups by 2024/25, to increase number of mature learners from 24.9% to 29% and to increase the number of disabled student entrants from 20% to 22%, whilst also maintaining our number of students from low participating areas (POLAR4 Q1) through the core initiatives of Campus Visits, Master Classes, Mentoring, IAG, and Research and Development Support.

3.1.3.25 We are committed to continuing our level of outreach and providing targeted initiatives in the areas of pre-16, post 16, Adult and Community, and Strategic Partnerships. We will continue to engage in initiatives undertaken in collaboration with regional partners and HEIs within the North West. Each of the below descriptions for Access set out a summary of the key initiatives with relevant timeframes (where applicable).

3.1.3.26 Medium term, within 3 to 5 years following the establishment of the new Outreach Hubs, we will explore further collaboration initiatives with other HEIs and partners. We actively engage with Greater Manchester Looked After Children's Forum and collaborate with HEIs with Greater Manchester on events and opportunities for students to realise their potential.

3.1.3.27 The University continues to sponsor the UTC @MediaCityUK, supporting curriculum development and ensuring students develop professional digital and media skills. We will in the short term (1 to 2 years) develop our portfolio of outreach activities, building on the success of those carried out by academics in our Schools. We continue to support local schools where university staff serve as members of their governing bodies. We will continue to deliver a programme of collaborative events targeted specifically at disabled learners. This includes events for learners on the autistic spectrum, as well as 'wellbeing days' to help reassure learners of the support available.

3.1.3.28 Short term (1 to 2 years), we will introduce Open Days and Taster days specifically targeting mature students, emphasising the accessibility of HE and the potential to combine it with employment. In the medium term, we will undertake research on the barriers for mature students entering Higher Education and will work in partnership with employers who are known for their age-friendly policies. In addition to the already targeted activity for supporting disabled students at open days through advice and guidance, we will in the short term complete research into alternative methods of support for specific disability categories.

The table below sets out our theory of change model as it applies to Access:

<b>Access</b>					
<b>Initiatives</b>	<b>Campus Visits</b>	<b>Master Classes</b>	<b>Mentoring</b>	<b>IAG</b>	<b>Research and Development Support</b>
<b>Measures</b>	<p>Numbers attending the Open Days and meeting with an adviser.</p> <p>Numbers of students with a disability who attend the collaborative activities with GMH (external partner that supports people with disabilities) and tracking to see whether attendance converts into application.</p>	<p>Number of students attending the workshops.</p> <p>Qualitative feedback from the students using happy sheets at the end of the session.</p> <p>Numbers of students with a disability who attend the collaborative activities with GMH and tracking to see whether attendance converts into application</p>	<p>Increase in reciprocal opportunities with age friendly employers</p>	<p>Numbers of students making enquiries and then applying to either full-time or part-time courses</p>	<p>Tracking of students to see who choose to apply to University and who apply to Salford through the HEAT tracker (Higher Education Achievement Tracker: a tracking tool used by the three Greater Manchester universities to track pupil outreach).</p> <p>Qualitative feedback from potential mature students providing insight into future measures to make university more accessible.</p>
<b>Outputs</b>	<p>Sense of Belonging</p> <p>Sense of Purpose</p> <p>Self-Efficacy</p> <p>Resilience</p> <p>Engagement</p>	<p>Sense of Belonging</p> <p>Sense of Purpose</p> <p>Self-Efficacy</p> <p>Resilience</p> <p>Engagement</p>	<p>Sense of Belonging</p> <p>Sense of Purpose</p> <p>Self-Efficacy</p> <p>Resilience</p> <p>Engagement</p>	<p>Sense of Belonging</p> <p>Sense of Purpose</p> <p>Self-Efficacy</p> <p>Resilience</p> <p>Engagement</p>	<p>Sense of Purpose</p>
<b>Outcome</b>	Increased number of mature learners from 24.9% to 29%				
<b>Outcome</b>	Increased number of disabled student entrants from 20% to 22%				
<b>Impact</b>	To reduce the gap in participation in HE for students from underrepresented groups by 2024/25				

**Table 017:** Theory of Change model as it applies to Access

## Success

3.1.3.29 The theory of change model below sets out our approach in the area of Success to eliminating the gaps in continuation and attainment between different groups and their peers by 2024/25.

### Objectives:

- To eliminate the attainment gap between disabled and non-disabled students
- To eliminate the attainment gap between White and Black students
- To eliminate the continuation gap between POLAR4 (Q1) and POLAR4 (Q5) students
- To eliminate the continuation gap between IMD Q1 and IMD Q5 student

3.1.3.30 Each of the below descriptions for Continuation and Attainment sets out a summary of the key initiatives with relevant timeframes (where applicable).

### Success – Continuation

3.1.3.31 **Academic progress review:** In the short term (1 to 2 years), during 2020/21 all level 3 and 4 students will receive a minimum of four academic progress reviews per year, where coaching for development of self-efficacy is key. Academic progress reviews will be rolled out to all years in 2021/22

3.1.3.32 In the medium term (3 to 5 years), during 2022/23 all undergraduate students will receive a minimum of four academic progress reviews per year.

3.1.3.33 **Inspire (Financial Support):** From September 2019 all home/EU students at levels 3, 4 and 5 receive £150 to spend on learning resources during each year of their studies. Of those students, those from low participating areas (POLAR4 Q1) and low-income households receive a further £350 uplift.

3.1.3.34 In the short term (1 to 2 years), during 2020/21 all levels will receive the award, and initial evaluation results will be published. It will be followed with a revised proposal for the scheme in 2022/23 with recommendations focused on ensuring those with the lowest levels of continuation are supported. This will ensure that the financial support offer is appropriately robust and focused on impact in terms of changes in behaviour.

3.1.3.35 **Support for Care Leavers and estranged students:** The Care Leaver Bursary provides £1,000 for each year of undergraduate study payable in 2 instalments, whilst the estranged students' bursary pays £500 in two instalments. For these students, who may have nowhere to 'go home' to in vacations, the availability of a 52-week contract in University accommodation gives them security and stability. Declaration of their status at online registration means these students are known to us and can be supported.

3.1.3.36 The University is a signatory to the Standalone pledge and Care Leavers Covenant. The University is in the early stages of signing the Social Mobility Pledge.

3.1.3.37 **Rent guarantor scheme:** Through connecting and co-creating with Housing Hand we offer a rent guarantor service to our students for a specially negotiated flat rate fee. We have committed to funding 30 places for students who are estranged or care leavers.

3.1.3.38 In the short term (1 to 2 years), during 2020/21 all levels will be eligible for the Care Leavers and estranged student support and have access to the rent guarantor scheme, and initial evaluation results will be published. It will be followed with a revised proposal for the financial support offer in 2022/23 with recommendations focused on ensuring those with the lowest levels of continuation and progression are supported. This will ensure that the financial support offer is appropriately robust and focused on impact in terms of changes in behaviour.

3.1.3.39 **Jigsaw (learner analytics) and Check-in (attendance monitoring system):** The introduction of learner analytics will enable the monitoring of student behaviour. Analytics will be a valuable tool for academic progress reviews and will alert university staff to students who are becoming disengaged, enabling them to institute interventions.

3.1.3.40 In the short term (1 to 2 years), the systems will be fully rolled-out and appropriate changes of behaviour will be evaluated, establishing effective triaging and engagement activities. In the medium term (3 to 5 years), the University will explore the ability of predictive analytics to support changes in behaviour and to ensure support is proactively available and fit for purpose for the changing student population.

## Success - Attainment

- 3.1.3.41 **BAME attainment:** Analysis of the ten best programmes and the ten worst for BAME attainment to identify best practice. Revised unconscious bias training to be delivered during 2019-20 following review of current course. Inclusive curriculum toolkit to be launched in September 2020. Impact assessments on all student facing procedures to be completed with recommendations from September 2020. Recommendations following the anonymous marking review implemented during 2020/21. Schedule of awareness events running across the University during 2020/21 and beyond.
- 3.1.3.42 **Academic progress review:** Structured academic progress reviews will permit academic staff to better target support for students.
- 3.1.3.43 **Changing Cultures:** Introduction of bullying and harassment policy and hate crime reporting software.
- 3.1.3.44 **Personalised support for learning:** Introduction of calm rooms for students with autism and serenity hubs for students with mental health problems. Ongoing training in Mental Health First Aid for all student support staff.
- 3.1.3.45 **Inclusive Teaching (aligned to ICZ ready curriculum):** Ongoing adherence to the principles of inclusive teaching.
- 3.1.3.46 **Peer mentoring framework:** Following pilots taking place in 2019-20, schemes will be developed for launch in 2020/21 where students with dyslexia are mentored by other dyslexic students.
- 3.1.3.47 **Academic Progress Review:** More structured one-to-one support with the use of learner analytics will help the academic to support the student to achieve their full potential.
- 3.1.3.48 **Commuter lounges:** To help our commuting students to manage their costs, also providing a 'base' whilst on campus that will help foster a greater sense of belonging, we have introduced commuter lounges on our two sub-campuses. As a large proportion of our BAME students commute, we anticipate that this initiative will help reduce disparities in this area.

The tables below set out our theory of change model (paragraph 3.1.2.6) as it applies to Success (Continuation & Attainment)

<b>Success - Continuation</b>						
<b>Initiatives</b>	<b>Academic Progress Review</b>	<b>Inspire Scheme</b>	<b>Support for Care Leavers and estranged students</b>	<b>Jigsaw (learner analytics) and Check-in (attendance monitoring)</b>	<b>On-campus facilities</b>	<b>Changing Cultures</b>
<b>Measures</b>	<p>Reports to indicate how many academic progress reviews have been carried out</p> <p>Report on number of referrals to further services either pastoral or academic have been made</p> <p>Qualitative feedback on individual stories where performance has been enhanced by the review</p> <p>Improvement in non-continuation rate</p> <p>Increased number of students changing to more appropriate programme rather than leaving</p>	<p>Evaluation reports supplied by John Smith Group (supplier) outlining average spend and products purchased</p> <p>Qualitative reports on how the money has helped the target students</p>	<p>Continuation rates for care leavers and estranged students</p> <p>Number of appointments with care leavers or estranged students</p> <p>Positive feedback from students in both groups</p> <p>Narrative analysis of feedback from staff and students where interventions have been effective</p>	<p>Reports on usage of Learner Analytics by academic staff</p> <p>Reports on numbers of students helped by student progression administrators using Jigsaw and/or Check-in</p> <p>Quantitative data reporting on improved continuation</p>	<p>Reports on usage of commuter-friendly rooms</p> <p>Increased usage of Library facilities</p>	<p>Reporting software to monitor number of reports of bullying and harassment</p> <p>Qualitative feedback on impact on studies</p>
<b>Outputs</b>	<p>Sense of Belonging</p> <p>Sense of Purpose</p> <p>Self-Efficacy</p> <p>Resilience</p> <p>Engagement</p>	<p>Self-Efficacy</p> <p>Engagement</p>	<p>Self-Efficacy</p> <p>Resilience</p> <p>Engagement</p>	<p>Self-Efficacy</p> <p>Resilience</p> <p>Engagement</p>	<p>Sense of Belonging</p> <p>Sense of Purpose</p> <p>Self-Efficacy</p> <p>Resilience</p> <p>Engagement</p>	<p>Sense of Belonging</p> <p>Engagement</p>
<b>Outcome</b>	Elimination of the continuation gap between IMD Q1 and IMD Q5 students					
<b>Outcome</b>	Elimination of the continuation gap between POLAR4 (Q1) and POLAR4 (Q5) students					
<b>Impact</b>	To eliminate the gaps in continuation and attainment between different groups and their peers by 2024/25					

**Table 018:** Theory of Change model as it applies to Continuation

<b>Success - Attainment</b>						
<b>Initiatives</b>	<b>BAME attainment</b>	<b>Academic Progress Review</b>	<b>Changing Cultures</b>	<b>Personalised support for learning</b>	<b>Inclusive Teaching (aligned to ICZ ready curriculum)</b>	<b>Peer mentoring framework</b>
<b>Measures</b>	<p>Identification of a baseline measure</p> <p>Identification of best practice from those high performing programmes</p> <p>Qualitative feedback from students regarding their learning experience as a black student</p> <p>Improved degree outcomes of black students in comparison with white</p> <p>Improved assessment marks for black students</p> <p>Reduction in academic misconduct hearings</p>	<p>Number of academic progress reviews attended by students over time</p> <p>Correlating increase in marks resulting from support provided</p> <p>Minimum of 70% students consistently attending academic review demonstrating that attendance is beneficial to learning</p> <p>Improved assessment marks</p> <p>Increase in number of black students accessing Skills for Learning resources</p>	<p>Analysis of number of reports of a racist nature</p> <p>Satisfaction rates as indicated through training happy sheets</p>	<p>Reduction in the number of students taking interruption of study</p> <p>Reduction in the number of students withdrawing from programme of study</p> <p>Reduction in number of students seeking counselling and wellbeing</p>	<p>Students able to study on a more level playing field in comparison with others leading to higher assessment marks</p>	<p>Numbers of students with dyslexia and other SpLDs matched with a mentor</p> <p>Reduction in withdrawals</p>
<b>Outputs</b>	<p>Sense of Belonging</p> <p>Sense of Purpose</p> <p>Self-Efficacy</p> <p>Resilience</p> <p>Engagement</p>	<p>Sense of Belonging</p> <p>Sense of Purpose</p> <p>Self-Efficacy</p> <p>Resilience</p> <p>Engagement</p>	<p>Sense of Belonging</p> <p>Engagement</p>	<p>Sense of Belonging</p> <p>Self-Efficacy</p> <p>Resilience</p> <p>Engagement</p>	<p>Sense of Belonging</p> <p>Sense of Purpose</p> <p>Self-Efficacy</p> <p>Resilience</p> <p>Engagement</p>	<p>Sense of Belonging</p> <p>Sense of Purpose</p> <p>Self-Efficacy</p> <p>Resilience</p> <p>Engagement</p>
<b>Outcome</b>	Elimination of the continuation gap between IMD Q1 and IMD Q5 students					
<b>Outcome</b>	Elimination of the continuation gap between POLAR4 (Q1) and POLAR4 (Q5) students					
<b>Impact</b>	To eliminate the gaps in continuation and attainment between different groups and their peers by 2024/25					

**Table 019:** Theory of Change model as it applies to Attainment

## Progression

3.1.3.49 The theory of change model below sets out our approach to eliminate the gaps in progression to highly skilled employment or further study between different groups and their peers by 2024/25.

### 3.1.3.50 Objectives:

- To eliminate the progression gap between Asian and White students.
- To eliminate the progression gap between mixed and White students.
- To eliminate the progression gap between Other and White ethnicity students for entry into graduate level employment or further study at a higher level students.
- To eliminate the progression gap between students from low participating areas (POLAR4 Q1) and high participating areas (POLAR4 Q5) from 12%
- To eliminate the progression gap between IMD Q1 and IMD Q5 students.

3.1.3.51 Each of the below descriptions sets out a summary of the key initiatives with relevant timeframes.

**Common Purpose front runner leadership programme:** Delivery of a minimum of 2 workshops during academic year 2020/21.

**Academic Progress Review:** Reviews carried out with students that address careers and employability from day one, by 2024/25 each student will have a personal reference.

**Online registration:** Students are requested to indicate their career intentions at registration to enable preparation for their chosen career over course of study.

**Careers & Enterprise support:** Delivery of 3 workshops tailored to the needs of students of mixed ethnicity annually.

**Graduate internships:** Availability of a minimum of 50 graduate internships during each academic year until 2024 at least will provide students with the opportunity to gain work experience whilst working for the University of Salford on a fixed term contract.

**Alumni Mentoring:** Provide mentoring opportunities and increase engagement with schemes that promote career pathways and readiness. Increase numbers of mentors and mentees by 20% by 2023/24.

The table below sets out our theory of change model (paragraph 2.1.2.6) as it applies to Progression:

Progression						
Initiatives	Common Purpose	Academic Progress Review	Online Registration	Careers and Enterprise Support	Graduate Internships	Alumni Mentoring
<b>Measures</b>	Improved performance in Graduate Outcomes survey for students from POLAR 4 / Q1 and/or from mixed ethnicity backgrounds  Increased levels of confidence and aspirations through qualitative and quantitative surveys/fora	Confidence of students on career readiness through internal annual survey  Number of sessions that record career and employability readiness  Number of personalised references	Number of students with career intention on registration  Year on year monitoring of change of career intention  Number of students engaging with Careers and Enterprise	Number of students attending Careers and Enterprise workshops following academic progress review  Numbers attending workshops and who then progress into employment or further study	Number of students on graduate internships from each group who then progress into employment or further study	Numbers of mentees being mentored by alumni  Number of students from these groups being given live briefs or work experience following mentoring
<b>Outputs</b>	Sense of Belonging Sense of Purpose Self-Efficacy Resilience Engagement	Sense of Belonging Sense of Purpose Self-Efficacy Resilience Engagement	Sense of Purpose Self-Efficacy Resilience	Sense of Belonging Sense of Purpose Self-Efficacy Resilience Engagement	Sense of Belonging Sense of Purpose Self-Efficacy Resilience Engagement	Sense of Belonging Sense of Purpose Self-Efficacy Resilience Engagement
<b>Outcome</b>	Elimination of the progression gap between Asian and White students.					
<b>Outcome</b>	Elimination of the progression gap between mixed and White students.					
<b>Outcome</b>	Elimination of the progression gap between Other and White ethnicity students for entry into graduate level employment or further study at a higher level students.					
<b>Outcome</b>	Elimination of the progression gap between students from low participating areas (POLAR4 Q1) and high participating areas (POLAR4 Q5) from 12%					
<b>Outcome</b>	Elimination of the progression gap between IMD Q1 and IMD Q5 students.					
<b>Impact</b>	To eliminate the gaps in progression to highly skilled employment or study between different groups and their peers by 2024/25					

**Table 020:** Theory of Change model as it applies to Progression

## Financial Support and Expenditure

### Financial Support

3.1.3.52 Our financial support will focus on areas of continuation and attainment. The University adjusted its financial support package in 2018-19 to focus on providing students with a step into success and to focus on the whole student experience by providing a wider student support package throughout their student life cycle. The revised financial support package will also ensure the University has an appropriate evaluation framework to correlate the financial support with student continuation and attainment.

<b>Inspire Scheme</b>	<p>All new Home/EU students registering from 2018 will be eligible for a £150 credit bursary through the INSPIRE SCHEME which can be spent on specific items such as core texts from reading lists, stationery and electronic devices available through an online retail supplier.</p> <p>In addition, 500 enhanced uplifts to £500 will be provided to students who are from a household with income of below £25,000 and who are from POLAR 4 (Quantile 1) background.</p> <p>A core objective of the scheme is to the improve continuation of underrepresented students.</p>
<b>CareLeavers'Bursary</b>	All UK students who have spent a minimum of 6 months in Local Authority care and who are under 26 years of age will be eligible for a £1000 cash bursary for each level of undergraduate study.
<b>Hardship fund</b>	The Salford Support Fund is available to provide support for home (i.e. UK) students experiencing financial difficulty. The Fund is part of the University's commitment to providing financial support to students, enabling them to achieve their potential at University as set out in the University's Access & Participation Plan. The aim of the Fund is to relieve financial hardship that might impact on a student's participation at University. Further information on the award and financial support can be found on the University's website or following the link in 4.2. The Salford Support Fund is a cash limited fund which is subject to early closure in the event of funding coming to an end and forecast spend for each year of the plan is £450,000.

**Table 021: University of Salford - Financial Support**

3.1.3.53 In the 2019-20 access and participation plan, the countable expenditure forecast included investment in the three targeted schemes; Inspire uplift of £0.5m, Care Leavers bursary of £0.1m and the hardship fund of £0.5m, plus a proportion of the universal Inspire scheme that will be taken up by unrepresented groups such as BAME, disabled, mature and low income, of £1.1m.

3.1.3.54 The University in its development of the 2020-21 to 2024-25 Plan, considered that a core objective of the scheme is to improve the continuation of underrepresented students and therefore will continue to count the proportion of the universal Inspire scheme provided to unrepresented groups such as BAME, disabled, mature and low income, of £1.5m and those eligible for the £350 uplift.

3.1.3.55 Since 2018, we have been able to carry out robust evaluation on the uplift though have not yet been able to carry out robust evaluation on the wider Inspire scheme. We will continue to develop our evaluation approach and undertake robust evaluation for the wider scheme over the course of the coming years.

#### 3.1.3.56 Evaluation and impact

3.1.3.57 We will continue to carry out robust evaluation and identify the impact of financial support for our students (and our underrepresented groups in particular) as part of the monitoring of our strategic objectives and their outcomes. Our current approach to the monitoring of the Inspire scheme is through student engagement levels with the platform, i.e. accessing the platform, and purchasing items. We also monitor the items purchased in each academic area, and those purchases which support engagement with the broader university experience. Following two years of the scheme, we will use statistical tools to combine data to understand causality with continuation, degree completion and our core factors of Student Success.

## Financial Expenditure

- 3.1.3.58 The University is committed to investing a minimum 5.8% of its high fee income (HFI) in 2020-21 to 2024-25 on financial support, and 4.2% on Access. The University continues to be committed to working with the National Collaborative Outreach Programme (NCOP) partnerships and, from 2021 onwards, OfS-funded Outreach Hubs to increase progression to higher education through a sustained, progressive and intensive programme of support to pupils in Year 9 to 13.
- 3.1.3.59 The University, in its development of the 2020-21 to 2024-25 plan, made the strategic decision to revise the distribution of financial investment in the four areas of Access (pre-16, post-16, adults and the community, and other) to ensure that resources were apportioned appropriately as part of its long-term strategies.
- 3.1.3.60 In doing so, the University has reduced investment in pre-16 interventions and distributed the investment into post-16 and adults and the community areas from 2021-22, to focus interventions that address our targets to increase mature and disabled students.
- 3.1.3.61 In taking this decision, the University took an evidence-based approach by completing an initial evaluation of its outreach activities to understand what activities were being run, what they were trying to achieve and how we were measuring change. It was concluded that a lighter touch was more appropriate for pre-16 activities with core programmes to be focused at Year 11,12, 13 and mature students. The revised approach will allow us to better identify key intermediate steps between outreach activity and future student behaviours.
- 3.1.3.62 The University will monitor the changes to the distribution of financial investment through our theory of change and the development of an annual outreach self-assessment tool that will ensure we measure change by collecting appropriate data and utilising statistical analysis. The University is confident that with effective planning and change from one-off interventions to a multiple intervention approach, we will continue to deliver positive outcomes. We are committed to maintaining performance for pre-16 and will act should we see a drop in performance for this group
- 3.1.3.63 Over the period of the plan Access investment will increase by £0.1m and from 4.2% to 4.5% of our HFI.

## 3.2 Student consultation

- 3.2.1 In the development the Access and Participation Plan, we have involved elected Students' Union representatives and the wider study body. We have consulted with a group of students recruited through the Students' Union comprising student representatives of different groups including mature students, students with mental health problems and LGBTQI students. Students provided positive feedback on the approach taken with the Student Success project and alternative opportunities to engage with their student experience outside of the formal committee structure. We will continue to meet once every six weeks to ensure we deliver on our commitments and ensure we engage with students in implementing activities across the student lifecycle.
- 3.2.2 Following the meetings with the student group we enhanced our initiatives and measures of success to reflect their priorities. Students' input into the plan is reflected in their suggestion to develop mentoring opportunities for students with disabilities, particularly for students with SpLD such as dyslexia. Of particular note was their endorsement of the revised approach to Personal Tutoring through the Academic Progress Review.
- 3.2.3 In addition to the group of students recruited specifically for the APP, we have consulted with the student led group PAUSE, 'People at University Separated or Estranged'. These students meet regularly for mutual support and liaise with us to advise on how the student experience of estranged students at the University can be improved. Feedback relating to financial support was provided and, following a review of the bursary portfolio, the APP was amended to reflect the change.
- 3.2.4 In addition to the PAUSE group we meet regularly with transgender students and staff through the Trans Forum. A key deliverable following consultation with this group has been the introduction of gender-neutral toilets and swimming pool times dedicated to trans students.
- 3.2.5 Collaborating with our Students' Union is core to ensuring our students can make positive changes to their experience. We are committed to providing appropriate training and support to student representatives and have worked in partnership with our Students' Union to develop a new student representative structure which provides real and meaningful engagement at programme level.
- 3.2.6 Further liaison with the Students' Union takes place at regular University/Students' Union Partnership meetings chaired by the Dean of Students and attended by the Registrar, the CEO of the Students' Union, the Students' Union President and sabbatical officers. This meeting provides an opportunity for both parties to provide updates

and for the University to hear about key issues for students. Updates on the key initiatives linking into the APP via the Student Success Project are a standing item on the agenda.

- 3.2.7 A variety of opportunities and channels are available for student input. Feedback is central to the Student Voice and Communication workstream under the cross-university Student Success project. We are committed to continuing the development of student led groups which have proven to be an effective approach in recognising underrepresented groups and ensuring their contributions have a positive impact. At least one member of the Students' Union sits on each of the Student Success Project workstreams, and they help to ensure that students are recruited to contribute to the evaluation of each initiative.
- 3.2.8 The Access and Participation Steering Group membership includes representatives from the Students' Union, who are involved in establishing the evaluation of the access and participation plan. All core academic governance committees have student representation, as does the Student Voice Steering group which ensures students have the opportunity to actively collaborate with the preparation of papers and meeting content.
- 3.2.9 Please see also appendix A – statement from the Students' Union

### 3.3 Evaluation strategy

- 3.3.1 The University's evaluation processes for its projects and programmes is aligned with the standards published by the Office of Students and encompasses the three types of evaluation. Importantly, the University will underpin its evaluation methodology and causality with five core strategic areas of academic self-efficacy, resilience, engagement, sense of belonging and sense of purpose.
- 3.3.2 As part of our approach to evaluation, we utilise the evaluation framework as set out in OfS guidance (narrative, empirical enquiry and reach of all activities) and cross cutting internal and external data sets to continuously improve practice. In taking this approach we are able to understand multi-faced aspects of impact from not only initial reach and satisfaction with local activities but its causality to our five core strategic areas.
- 3.3.3 The University is continuously developing its mechanisms to enable the effective outcomes of evaluation and, from September 2019, all projects under the scope of Access and Participation are required to use a common protocol for design and evaluation.
- 3.3.4 Colleagues engaged in activity directly related to Access and Participation are invited to cross University fora. Notable work such as the Student Success Project establish work stream groups of professional service staff, academics and students to ensure effective delivery and oversight of evaluation and impact.
- 3.3.5 The Head of Student Experience and Engagement, on behalf of the Access and Participation Steering group, acts as the evaluation and impact lead for all areas of Access and Participation and is establishing clear resource requirements to ensure effective management and oversight of impact evaluation and mitigating risk.
- 3.3.6 The University effectively utilises reliable and robust sources to collect data and outcomes. In particular, the recent roll out of the University-wide learner analytics system provides an ability to analyse data at an individual participant level and to analyse cross cohort impact. Each individual project also has an established and approved evaluation process and data sharing agreements.
- 3.3.7 For 2019, all impact evaluation reports recognise the issues and/or limitations in the research design of key projects to ensure that issues and/or limitations are taken into account when interpreting results or building on success. Capitalising on previous achievements, projects will be required to undertake a mixed methods approach to data collection, to ensure multiple perspectives and alignment with the five core strategy areas.
- 3.3.8 As noted, the oversight of Access and Participation is governed by a University steering group which enables effective use of impact evaluation reports in other University committees to directly inform improvements to elements of the student life cycle.

#### The three types of evaluation design and how the university will use them:

- 3.3.9 It is acknowledged that different methods of evaluation will be appropriate to different initiatives and that, as projects mature, we will move from one method of evaluation to another. Many of our initiatives are set to be piloted during 2019/20 giving us the opportunity to set baselines for the years covered by this plan.
- 3.3.9.1 **Narrative:** In identifying the common factors critical to student success the University has undertaken a detailed and systematic review of the research literature and best practice frameworks relevant to student retention, success and progression. That research indicates that the 5 lead indicators are: academic self-efficacy, engagement, resilience, sense of belonging and sense of purpose.

- 3.3.9.2 **Empirical enquiry:** During the academic year 2019/20 we will use empirical enquiry as our approach to evaluation. By measuring the impact of the interventions on students before and after, through evaluation of data and responses to surveys, we will be able to ascertain the benefits or otherwise.
- 3.3.9.3 **Causality:** During 2019/20, in some of the Student Success Project work streams, causality will be an appropriate method of evaluation. The delivery of academic progress review and peer mentoring pilots on selected programmes will provide us with the opportunity to put in place interventions and compare the impact with those students who did not take part.

### 3.4 Monitoring progress against delivery of the plan

#### Overview

- 3.4.1 The University has established a robust governance structure for the approval, monitoring, evaluation and impact assessment of all Access and Participation activity, including the development and production of the Access and Participation Plan.
- 3.4.2 Monitoring is distinct from evaluation in that monitoring is conducted on a routine basis through the activities of the Access and Participation Steering Group chaired by the University's Registrar and through the work of relevant committees, which consider progress against targets and other commitments made in the plan. Evaluation is undertaken periodically and explores the impact of specific activities.

#### Governing Body engagement with the monitoring of performance and provisions of the plan

- 3.4.3 The APP is approved and monitored by the Council, the University's governing body, on which there are two student members. The current Plan was considered at the July 2019 Council meeting, when we were also able to advise members of the recently issued OfS guidance for governing bodies and a glossary of terms regarding A&P. Prior to that, in March 2019, the APP had been the subject of a development session for Council members which outlined their role in the monitoring and evaluation of key aims and objectives. Council, as part of its annual calendar of business, will be engaged in the evaluation of the plan on a periodic basis, reviewing the impact of specific activities.

#### Meaningful Student Engagement with the monitoring of performance and provisions of the plan

- 3.4.4 It is important for the University to ensure that students have meaningful opportunities to feed into the plans and to engage in the monitoring of performance. At the highest level of approval of the Plan this is assured through the nomination of two students by the Students' Union to sit on Council.
- 3.4.5 We actively collaborate with the Students' Union and student representatives through formal and informal meetings throughout the academic calendar, providing the opportunity to monitor performance of initiatives. Students will always be actively involved in the development and monitoring of performance of the Plan, and have the opportunity to express their views about the content of the Plan before each iteration is submitted for approval (as set out in the Student Consultation section). We will also take appropriate steps as a result of feedback and any form of engagement and ensure if the views of students have not resulted in any steps being taken, then we will explain why.

#### Responsibility for the monitoring of performance and provisions of the plan

- 3.4.6 The Access and Participation Steering group is chaired by the University's Registrar and is responsible for the development of the Plan and its alignment with strategic drivers. It looks at progress against targets and other commitments made in the Plan, reporting into the Vice Chancellor's Executive Team. The Access and Participation project team maintains the day to day operational delivery of core functions for the monitoring, evaluation and development of requirements set by the Access and Participation Steering group.
- 3.4.7 Monitoring is embedded across the University through the engagement of the Access and Participation Steering group with committees, groups and activities, ensuring appropriate strategic alignment. Throughout the year, progress against the APP targets is monitored not only by the APP Steering Group but also by the groups responsible for specific aspects of the Plan. These include the Student Experience, Learning, Teaching and Enhancement Committee, the Inclusion and Diversity Engagement Committee and the workstreams of the Student Success Project.
- 3.4.8 Many of the actions identified in our plan align to the Student Success Project which has established monitoring processes following project management methodology. Work stream meetings take place monthly with project team meetings and sponsor updates occurring every two months. The Project Manager collates all work stream

activity into one monthly highlight report which is sent through to business leads, academic leads and project sponsors.

- 3.4.9 In addition to project reporting activity, the Student Success Project links into committees which form part of our governance structure. For example, the BAME attainment work stream reports into the Inclusive Student Experience Committee which in turn reports into the Inclusion and Diversity Engagement Committee and the Vice Chancellor's Executive Team.
- 3.4.10 The Head of Student Experience and Engagement has delegated authority from the Chair of the Access and Participation Steering group to ensure the appropriate coordination of the monitoring of performance and provisions of the plan, establishing standard practices to ensuring progress against plans and timely action is taken if progress is not satisfactory.

## 4. Provision of information to students

- 4.1 The University of Salford is committed to providing clear, accurate and timely information to prospective and current students so they can make an informed choice about the University and their chosen course. The University publishes clear, unambiguous and timely information to prospective students; including terms and conditions, complaint handling processes, course information, total course costs for the duration of the course, financial support available, and we set out when and how fees and any other costs are payable. We also commit to providing accurate and timely information to UCAS and Student Finance England. The University utilises a range of communication channels to provide information to prospective students, parents, teachers and other advisers, including the University prospectus, website, electronic publications, social media and tailored communication to the diverse groups of students that make enquiries and applications to the University.
- 4.2 The University of Salford is a member of the Higher Education Liaison Officers' Association (HELOA) and aligns with its good practice guidelines for widening access through providing information, advice and guidance to all prospective students, regardless of background, ethnicity, age or socio-economic status. As a HELOA member, we support the belief that everyone should have access to information to make an informed choice about higher education. We communicate with current students through our virtual learning environment and University website which provides details of a variety of support throughout the duration of their course, and details of the financial support available to them. The University Student Charter demonstrates our commitment to a learning community focused on developing a collaborative partnership with our informed students.

Please follow the links below for further details, concerning:

[Undergraduate fees and funding](#)

[Financial Support available](#)

The University of Salford's Access and Participation Plan is readily accessible to students and prospective students through the University website on our Access, Student Success and Progression page.

## Appendix 1

The University of Salford Students' Union (USSU) and the University of Salford have partnered in developing the work of the Student Success Project, which is key to the University's Access & Participation Plan from 2020/21 onwards. Three of the Student Success Project's workstreams are chaired by USSU staff, whilst other workstreams have USSU staff membership. This partnership working has provided a strong student voice and focus within Student Success Project work.

USSU has provided a statement below demonstrating this close joint working:

### **University of Salford Students Union (USSU) Statement**

*"We endorse the University's Access and Participation Plan 2020/21. Further discussions on the content of the plan are always welcome and we look forward to working closely with the University on issues related to access to, and participation in, the University of Salford over the coming years.*

*We welcome the University's commitment to tackling the attainment gap between Black and Minority Ethnic students and their white counterparts. Since 2018 we have co-chaired the Student Success Project on this issue and significant progress has been made, including the University signing the Race Equality Charter (REC). We are now members of the REC self-assessment group.*

*We also co-chair the 'Changing Cultures' student success project stream; this has seen the development of an enhanced reporting tool for any bullying, harassment and hate crime on campus which we strongly endorse.*

*We also co-chair the Student Voice and Communications group, and are heavily involved in the other student success project streams. Poor mental health at University can have a severe detrimental health impact on student's ability to achieve their potential and participate in higher education. The Union has developed, with Samaritans and University support, a peer-led drop in service for students that we will be expanding in 2019/20."*

## Appendix 2

The OfS will append the following items from the fees and targets and investment documents when an access and participation plan is published:

1. Targets (tables 2a, 2b and 2c in the targets and investment plan)
2. Investment summary (tables 4a and 4b in the targets and investment plan)
3. Fee summary (table 4a and 4b in the fee information document)

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

\*course type not listed

**Inflationary statement:**

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

**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	All subjects except Music with Foundation Year	£8,250
Foundation year/Year 0	International Foundation Year	£9,250
Foundation year/Year 0	Music with Foundation Year Courses	£9,250
HNC/HND	Construction	£9,250
CertHE/DipHE	*	*
Postgraduate ITT	*	*
Accelerated degree		£11,100
Sandwich year		£0
Erasmus and overseas study years		£1,385
Other	*	*

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

Sub-contractual full-time course type:	Additional information:	Course fee:
First degree	Salford City College 10005032 - BSc Psychology & Criminology - Level 4	£7,500
First degree	Salford City College 10005032 - BSc Psychology - Level 4	£7,500
First degree	Tameside College 10006494 - BSc Business Management w Sport - Level 4	£5,995
Foundation degree	Hopwood Hall College 10003146 - Sports Coaching (Hopwood Hall)	£6,000
Foundation degree	Salford City College 10005032 - All programmes (Salford City College)	£7,500
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		£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 entrants**

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: University of Salford, The

Provider UKPRN: 10007156

## 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 investment forecasts below in access, financial support and research and evaluation does not represent not the total amount spent by providers in these areas. It is the additional amount that providers have committed following the introduction of variable fees in 2006-07. 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>	£3,218,317.00	£3,187,875.00	£3,275,650.00	£3,336,706.00	£3,336,252.00
Access (pre-16)	£237,624.00	£87,624.00	£87,624.00	£87,624.00	£87,624.00
Access (post-16)	£2,214,549.00	£2,304,223.00	£2,370,120.00	£2,416,016.00	£2,416,016.00
Access (adults and the community)	£738,183.00	£768,074.00	£790,040.00	£805,339.00	£805,339.00
Access (other)	£27,961.00	£27,954.00	£27,866.00	£27,727.00	£27,273.00
<b>Financial support (£)</b>	£2,657,100.00	£2,621,100.00	£2,621,100.00	£2,621,100.00	£2,621,100.00
<b>Research and evaluation (£)</b>	£100,000.00	£100,000.00	£100,000.00	£100,000.00	£100,000.00

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>	£35,928,168.00	£35,915,381.00	£35,915,381.00	£35,915,381.00	£35,915,381.00
<b>Access investment</b>	4.2%	4.3%	4.4%	4.5%	4.5%
<b>Financial support</b>	5.9%	5.8%	5.8%	5.8%	5.8%
<b>Research and evaluation</b>	0.3%	0.3%	0.3%	0.3%	0.3%
<b>Total investment (as %HFI)</b>	10.4%	10.4%	10.5%	10.6%	10.6%

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

Provider name: University of Salford, The

Provider UKPRN: 10007156

## Targets

Table 2a - Access

Aim (500 characters maximum)	Reference number	Target group	Description (500 characters maximum)	Is this target collaborative?	Data source	Baseline year	Baseline data	Yearly milestones					Commentary on milestones/targets (500 characters maximum)
								2020-21	2021-22	2022-23	2023-24	2024-25	
To increase the number of mature learners from 24.9% to 29%	PTA_1	Mature	Percentage entering from students who are mature (UK domiciled, FT, 1st degree)	No	HESA T2a - (Mature, full-time, first degree entrants)	2017-18	24.9%	25.9%	26.9%	27.9%	28.9%	29%	In percentage terms we have seen declines in this cohort which has been impacted by the the loss of NHS bursary which has put off prospective mature students from entering Nursing and Healthcare subjects (which have grown since the cap was removed) as these students are more debt averse. Absolute numbers of entrants are broadly unchanged 16/17 - 17/18; our targets are set to protect this market as it will continue to be vulnerable.
To increase the number of disabled entrants from 20% to 22%	PTA_2	Disabled	Percentage entering from students who are disabled (FT, 1st degree)	No	Other data source	2017-18	20%	20.3%	20.6%	21%	21.5%	22%	We are seeing an increasing percentage of new entrant students who are known to have a disability and are targeting this growth to continue.
	PTA_3												
	PTA_4												
	PTA_5												
	PTA_6												
	PTA_7												
	PTA_8												

Table 2b - Success

Aim (500 characters maximum)	Reference number	Target group	Description	Is this target collaborative?	Data source	Baseline year	Baseline data	Yearly milestones					Commentary on milestones/targets (500 characters maximum)
								2020-21	2021-22	2022-23	2023-24	2024-25	
To eliminate the attainment gap between disabled and non-disabled students	PTS_1	Disabled	% difference in degree outcomes (1st or 2:1) between disabled and non disabled students (FT, 1st degree)	No	The access and participation dataset	2017-18	4	3	2	2	1	0	
To eliminate the attainment gap between White and Black students	PTS_2	Ethnicity	% difference in degree attainment (1st and 2:1) between white and black students (FT, 1st degree)	No	The access and participation dataset	2017-18	15	12	7	5	2	0	
To eliminate the continuation gap between POLAR 4 (Q1) and POLAR 4 (Q5) students	PTS_3	Low Participation Neighbourhood (LPN)	% difference in continuation between POLAR 4(Q1) and POLAR 4 (Q5) (FT, 1st degree)	No	The access and participation dataset	2016-17	6	4	3	2	1	0	
To eliminate the continuation gap between IMD Q1 and IMD Q5 student	PTS_4	Socio-economic	% difference between IMD Q1 and IMD Q5 (FT, 1st degree)	No	The access and participation dataset	2016-17	3	3	2	2	1	0	
	PTS_5												
	PTS_6												
	PTS_7												
	PTS_8												

Table 2c - Progression

Aim (500 characters maximum)	Reference number	Target group	Description	Is this target collaborative?	Data source	Baseline year	Baseline data	Yearly milestones					Commentary on milestones/targets (500 characters maximum)
								2020-21	2021-22	2022-23	2023-24	2024-25	
To eliminate the progression gap into employment between students from low participating areas (POLAR 4 Q1) and high participating areas (POLAR 4 Q5) from 12% (2016-17) to 5%	PTP_1	Low Participation Neighbourhood (LPN)	Difference in progression to highly skilled employment or further study at a higher level between POLAR 4 Q1 and Q5 (FT, 1st degree)	No	The access and participation dataset	2016-17	12	9	7	6	3	0	Our performance is behind all English HEIs (4.6% points). Year refers to graduating year.
To eliminate the gap between Asian and White ethnicity students for entry into graduate level employment or further study at a higher level	PTP_2	Ethnicity	Asian ethnically categorised students into highly skilled employment or further study at a higher level (FT, 1st degree)	No	The access and participation dataset	2016-17	6	5	4	3	2	0	It is our Asian, Mixed and Other category students who are behind our black and white students in terms of graduate level employment and measures PTP_2 to PTP_4 and targets strive to bring them to the same level
To eliminate the gap between Mixed and White ethnicity students for entry into graduate level employment or further study at a higher level	PTP_3	Ethnicity	Mixed ethnically categorised students into highly skilled employment or further study at a higher level (FT, 1st degree)	No	The access and participation dataset	2016-17	7	6	5	3	2	0	It is our Asian, Mixed and Other category students who are behind our black and white students in terms of graduate level employment and measures PTP_2 to PTP_4 and targets strive to bring them to the same level

