

Access and participation plan

2019/20

1. Assessment of current performance

As a world-leading applied university, Sheffield Hallam University is the sixth largest higher education (HE) provider in the UK, with a genuine commitment to transforming lives. With almost 31,000 students, our size and mission together mean that we are at the forefront of sector developments in widening access to, and supporting success and progression within HE. For example, in 2016/17 we admitted the largest number of students from low-participation neighbourhoods in the sector. Our mission is integral to supporting and enhancing social mobility and we are proud of our position at the heart of our city and our region.

In order to inform this Access and participation plan, the methodology we have used to carry out our assessment of current performance is as follows:

We have looked at measures at key points across the student lifecycle from outreach and pre-entry to graduation and beyond.

We have focused on the following groups of students who are under-represented at the national level and who, whilst being significant in number at Sheffield Hallam University, remain proportionately in the minority:

- Mature students
- Black and Minority Ethnic (BME) students
- Disabled students
- Students from low-participation neighbourhoods
- Care leavers (where sufficient data is available)

We are not using household income as a proxy for disadvantage, as we have experienced a trend of fewer students allowing the Student Loans Company to share their data with us. Instead we are using Office for Students' (OfS) area-based POLAR 3 classification as an area-based measure of disadvantage. We will move to use of POLAR 4 in 2018/19 in line with HESA's reporting.

We are committed to supporting disadvantaged students to access, and succeed within HE, particularly the most vulnerable. We have routinely captured information on students' caring responsibilities at enrolment for the past two years and on estranged student status since the start of this academic year, and whilst numbers are steadily increasing at Sheffield Hallam, we do not yet have enough data to include these groups in our assessment of performance across the whole student lifecycle.

We have considered the intersectionality of these student characteristics, along with age and gender, and analysed outcomes for students with multiple indicators of disadvantage who we recognise may face additional barriers in accessing, progressing and achieving within HE.

We have used Department for Education (DfE) schools data, UCAS applications data, Teaching Excellence and Student Outcomes Framework (TEF) metrics, HESA UK Performance Indicators (PIs) for Widening Participation and non-continuation, HESA data to derive our own measures for student enrolments, retention after Year 1, attainment (good honours) and graduate outcomes, data from our student record system, tracking data from the HE Access Tracker (HEAT), and internal survey data. We intend to build on our assessment of performance by including more quantitative and qualitative survey and research data.

Depending on the dataset, external education, schools and HE participation data is available at electoral ward, local authority (nine of which can be aggregated to make up the Sheffield City

Region), parliamentary constituency, or regional level. We have used a mixture of these in our assessment.

We are mindful of the Transparency Condition for providers and the provisions of the OfS business plan 2018/19 regarding the development of standard measures and KPIs for access and participation, and we will review and refine our access and participation performance framework in line with emerging guidance.

Performance against KPIs and other measures for under-represented groups is currently considered by an Access and participation steering group made up of academics and Widening Participation practitioners, our Engage Committee with 50:50 staff and student representation, and our Shaping Futures strategic board made up of senior leaders, to determine priorities at a whole-University level.

We are working towards using department-level analysis of performance against KPIs and other measures for under-represented groups to inform our approach to prioritisation of activity and investment at a much more granular level.

Understanding our region

Across South Yorkshire there are outstanding schools and teachers, but the data tells a challenging story. Fewer pupils overall, and fewer deprived pupils are in good or outstanding schools than the national averages for these measures. Educational outcomes at all key stages from early years through to Key stage 5 for pupils overall, and for deprived pupils, are below the national average, and the gap between South Yorkshire and the national average widens as pupils get older.

UCAS end of cycle 2017 data shows that both Yorkshire and the Humber, and more specifically South Yorkshire, have lower rates of progression to HE amongst young people than the national average, though entry rates are increasing. Many of the communities in the Sheffield City Region (SCR) still experience some of the lowest rates of participation in HE in the country: 67% of neighbourhoods within the SCR are in POLAR quintiles 1 and 2, with participation rates in these neighbourhoods typically below 25%.

Notwithstanding, UCAS end of cycle 2017 data shows that several of our parliamentary constituencies, including Sheffield Brightside and Hillsborough, and Sheffield South East, have amongst the highest increases in participation over the period 2006-2017 in the country, and our contribution to this is significant.

We are a university of, and for our region. In 2016/17, almost half our students come from within 25 miles of the University. After graduation, 42% of our graduates stay and are employed within the SCR, an area where 40% of jobs are classified as professional or managerial, compared to a national average of 46%, whilst 51% of graduates remain and are employed within Yorkshire and Humber as a whole.

Understanding our students

Access

Outreach

We have continued to extend the reach of our school and college engagement activities, delivering around 44,000 engagements to engage and inspire young people in 2016/17.

In 2016/17 we worked closely with over 150 schools and colleges, providing each with a named contact to work with on outreach provision for their students. Informed by the needs of schools and colleges, we have expanded our range of subject-based activity particularly in relation to STEM, Health and Social Care and Teacher Education, developing new roadshows, masterclasses, school and college based activities and public engagement events.

In 2016/17 63% of recorded participants in our school and college outreach activities came from low-participation neighbourhoods, 19% identified that they would be the first generation in their family to progress to HE, 15% as receiving Free school meals (FSM), 15% as BME and 5% as disabled.

In response to sector evidence on the benefit of early, and sustained interventions, we have also continued to develop our work with younger years, and have significantly grown our engagement with pupils in Years 7-11, primarily through our sector award-winning pre-16 roadshows. Our roadshows engaged with an estimated 9,358 participants from this age group over 266 events in 2016/17, compared to 2,608 participants over 75 events the previous year. We continue to ensure that our pre-16 roadshows are offered as a priority to those schools with the highest proportions of disadvantaged students, and encourage repeat engagement. For example, in 2016/17 82% of recorded roadshow participants came from low participation neighbourhoods and in 2017/18 62% of our target schools participated in repeat, rather than one-off outreach activities.

Taken across all school and college engagement activity, 66% of participants felt more positive about HE after participating, a significant achievement in an area with low levels of participation in HE, and where many young people may not have seen their parents benefit from HE study.

We continue to monitor our outreach activities and participants through use of the HEAT database. Our 2018 HESA track data shows that the majority (52%) of participants who engaged with a Sheffield Hallam-led outreach activity and then progressed to HE enrolled at Sheffield Hallam; whilst the remaining 48% enrolled at 42 different institutions including Russell Group and Post-1992 universities

In addition to monitoring and assessing long-term outcomes through HEAT, our outreach activity is evaluated through a variety of methods that aim to capture participant experience, short-term outcomes and assess performance against activity objectives. These methods include interviews or focus groups with participants and with teachers and advisors, feedback forms or digital surveys, and visual or creative feedback methods. Where activity is more intensive or where there may be opportunities to inform future practice, we develop and implement bespoke evaluation plans.

Community outreach

Evidence of the value of early intervention, and of the importance of engaging with key influencers to support progression to HE, continues to inform the development of our community engagement activity, targeted towards those who may not traditionally engage with the University.

In 2016/17 our programme of family events and learning activities reached over 11,000 participants. We added a large scale on-campus Family Fun Day in the summer to our programme. This flagship event was designed to provide another opportunity for young people and their families to access and explore University spaces who may otherwise never have done so, and attracted over 1,200 attendees. Like all our events, it was promoted as a priority to those from low-participation neighbourhoods in order to encourage repeat engagements from young people in these areas, and to engage their parents as key influencers supporting progression to HE. 50% of those we collected data for on the day came from our target areas.

Our family engagement approach continues to be complemented by Parent Ambassadors, who provide information, advice and guidance (IAG) and pastoral support at parents evenings and Open Days as well as at community engagement events.

Collaborative outreach

The HE Progression Partnership (HEPP) is jointly funded by Sheffield Hallam University and the University of Sheffield. HEPP continues to deliver activities which support the educational progression of young people and adults from across the Sheffield City Region.

HEPP's impartial school and college visit programme delivered 214 engagements to 89 schools within the Sheffield City Region in 2016/17, engaging with 10,353 learners and 2,050 parents. Work also continues to deliver targeted projects in support of specific groups of learners including Primary and Pupil Premium learners, 'cold spots' and mature students and those in care.

HEPP's longitudinal 'Raising Aspirations' programme engaged 422 students and 140 parents within seven North East Derbyshire schools in 2016/17, delivering a minimum of one activity per year group across Years 7 to 11. Evaluation data showed 69% of respondents felt more confident about going to university after participating in the programme, with 88% stating they were 'very' or 'fairly' likely to apply to University in the future.

Applications

In common with the sector overall, applications to Sheffield Hallam have declined slightly in recent years, reflecting the decline in 18 year olds in the population. Applications from mature and disabled applicants have declined, whilst applications from BME and young applicants from low-participation neighbourhoods increased between 2016 and 2017.

Offer rates for BME applicants have been increasing over the last three recruitment cycles, though these remain 12% points below offer rates for White applicants. Offer rates are also lower for mature applicants than young applicants and for applicants from POLAR quintiles 1 and 2 than applicants from POLAR quintiles 3-5, and this has been the case over the last five recruitment cycles.

Our SHU Progress scheme provides additional support throughout the year of application to HE such as providing a single point of contact, interview preparation sessions, visits to the University and special consideration at application / interview for targeted under-represented groups, with a focus on the most vulnerable. The scheme includes 161 students were supported through the scheme in 2016/17. The main groups of students supported by the scheme were Looked after children (32 / 20%), Care-experienced students (28 / 18%), and disabled students (25 / 16%). 61 SHU Progress participants went on to enrol at Sheffield Hallam in 2017/18.

Student profile

We have an excellent and sustained track record of improving access to HE and continue to make progress in increasing the proportions of students from non-traditional backgrounds studying at Sheffield Hallam.

Amongst our almost 27,000 Home/EU Fee regulated undergraduate and PGCE students in 2016/17:

- 27% are mature
- 15% are disabled
- 15% are BME
- 43% are from low-participation neighbourhoods (LPN)
- 10% are from neighbourhoods in the Indices of Deprivation (IMD) bottom quartile
- 96% are state educated
- 48% have parents with no HE qualification
- 40% are from Socio-economic class (NS-SEC) 4-7
- 24% are from families with household incomes <£25,000
- under 1% are care leavers
- under 1% are young carers
- under 0.5% are estranged from their parents

Mature student numbers have decreased at a faster rate than the student population overall over the last five years, to 7,253. The proportion of mature students at Sheffield Hallam is higher than the sector as a whole.

BME student numbers have increased by an average of 2.8% each year over the last five years, to 3,949 and the proportion of BME students at our University is now much more comparable to our city region BME population of 16%. However the proportion of BME students at Sheffield Hallam remains lower than the sector as a whole. The largest ethnic minority groups have consistently been Asian and Black students who between them made up 69% of all BME students at Sheffield Hallam in 2016/17. All ethnic minority groups have increased over the last five years.

Disabled student numbers have increased by an average of 4.4% per year over the past five years, to 4,156. We have particularly seen increases in the number of students disclosing autism, specific learning disabilities (SpLD) and mental health difficulties. In terms of student numbers, we have the highest number of disabled students in the sector, and the proportion of disabled students at Sheffield Hallam is higher than the sector as a whole.

Numbers of students from low-participation neighbourhoods have declined very slightly over the last five years, to 11,148, though due to the decline in overall student numbers over the same period, now make up a larger proportion of our student body. The proportion of students from low-participation neighbourhoods at Sheffield Hallam is higher than the sector as a whole.

In the latest benchmarked HESA UK Performance Indicators covering our 2016/17 intake, 19.3% of our young full-time First Degree entrants came from low participation neighbourhoods (or 1,055 students, the highest of any institution in the sector). We outperformed our benchmark by 5.9% points and outperformed the sector average by 7.9% points:

Table 1: Young, Full-time First Degree entrants from low-participation neighbourhoods

Year	SHU	Benchmark	Sector
2011/12	15.8%	11.7%	10.2%
2012/13	17.2%	12.6%	10.9%
2013/14	18.0%	12.5%	10.9%
2014/15	18.2%	13.3%	11.4%
2015/16	19.6%	13.3%	11.3%
2016/17	19.3%	13.4%	11.4%

We believe our success in developing a more inclusive student body is a reflection of our ongoing collaboration and long standing, sustained partnerships established with primary and secondary schools, colleges, local authorities, employers and voluntary organisations to improve access to HE for disadvantaged and under-represented groups. We continue to deliver a strong core offer of quality outreach, school and college and community engagement activities, whilst developing new activity to meet participant's needs and to support particular under-represented groups to progress to HE.

Sheffield Hallam University also has a range of educational partnerships that support our vision to transform lives. We have validation arrangements with 12 Further Education colleges, five of which are in the Sheffield City Region, and this enables the University to respond to the education and skills needs of a wider range of learners who may not have otherwise engaged with the University. For example, 69% of learners originating from our partnership colleges are from low participation neighbourhoods compared with 43% of all our students. Similarly, learners from our partner colleges have a different entry qualification profile - 20% of our learners originating from our partner colleges have A levels compared with 59% of all our students.

Our educational partnerships enable us to develop progression opportunities for learners, for example by delivering Foundation degrees in the local college context whilst providing an opportunity for learners to top-up to a full honours degree at Sheffield Hallam. Similarly it enables the University to work proactively with other providers to understand and address specific education and skills needs, including innovative models for delivery of apprenticeships. One such model involves franchising the delivery of a Sheffield Hallam Foundation degree in Professional Practice in Health and Social Care (with the apprenticeship standards for the assistant practitioner embedded) to a number of partner colleges enabling them to use the Sheffield Hallam award to deliver apprenticeship programmes with local NHS Trusts.

In recent months we have also taken the lead in co-ordinating the regional bid for an Institute of Technology, predicated on working with partners to address the particular skills needs of the Sheffield City Region.

Success

We continue to make progress on increasing the proportions of disabled students supported by a Learning Contract. The number of disabled students who provide us with medical evidence of their disability and have reasonable adjustments in place (via Learning Contracts) continues to rise. An additional 354 disabled students were supported by a Learning Contract in 2016/17, increasing to 3,154 or 70% of all disabled students, thus meeting our previous Access agreement target.

Whilst we are committed to embedding inclusive practice, our evidence continues to show that disabled students with reasonable adjustments in place secure better outcomes than those who do

not and so we will continue to work with all 18 academic departments to promote their uptake and to evaluate their impact.

Retention

In the latest benchmarked HESA UK Performance Indicators covering 2015/16 entrants continuing into 2016/17 we improved non-continuation rates for young full-time First Degree entrants by 0.6% points, to 5.5% no longer in HE after Year 1. We outperformed our benchmark by 2.3% points and outperformed the sector average by 0.9% points:

Table 2: Non-continuation following year of entry - young, full-time first degree students

Year	SHU	Benchmark	Sector
2012/13	5.6%	6.8%	5.7%
2013/14	4.6%	6.7%	5.7%
2014/15	5.2%	7.1%	6.0%
2015/16	6.1%	7.5%	6.2%
2016/17	5.5%	7.8%	6.4%

We improved non-continuation rates for young, full-time first degree entrants from low-participation neighbourhoods by 2.5%, to 6.8% no longer in HE after Year 1. We outperformed our benchmark by 1.9% points and outperformed the sector average by 2.9% points:

Table 3: Non-continuation following year of entry - young, full-time first-degree students from low participation neighbourhoods

Year	SHU	Benchmark	Sector
2012/13	7.5%	8.5%	7.9%
2013/14	6.0%	7.8%	7.7%
2014/15	6.7%	8.9%	8.2%
2015/16	9.3%	9.7%	8.8%
2016/17	6.8%	8.7%	9.7%

Non-continuation rates for mature full-time first degree students worsened slightly, to 8.6%. We outperformed our benchmark by 2.1% points and outperformed the sector average by 3.2% points:

Table 4: Non-continuation following year of entry - mature, full-time first-degree entrants

Year	SHU	Benchmark	Sector
2012/13	9.0%	10.6%	10.5%
2013/14	9.1%	11.5%	11.9%
2014/15	6.7%	11.2%	10.7%
2015/16	8.1%	11.0%	11.7%
2016/17	8.6%	10.7%	11.8%

In the TEF Years 2 and 3 we achieved positive flags in the split metrics for the retention of mature, BME and disabled students, with no negative flags for any single group of students.

Whilst benchmarked data essentially reflects how well institutions do compared to expected levels of performance for students with particular characteristics, we are also interested in how our under-represented students perform compared to their peers, and in reducing gaps in outcomes for under-represented groups compared to other groups.

Retention after Year 1 is a KPI at Sheffield Hallam, with a goal to achieve 95% retention after Year 1 for all Home/EU undergraduates by 2020.

In 2016/17, the overall University retention rate after Year 1 was 93%. Disabled students and mature students currently have retention rates above the University overall, BME students and students from low-participation neighbourhoods have retention rates in line with the University overall and Care Leavers have retention rates below the University overall.

Whilst retention rates have been relatively stable for all Sheffield Hallam Home/EU undergraduates, all White students, all BME students and all Asian students over the last five years, there have been improvements in the performance of all ethnic minority groups except for Black students who are the only ethnic minority group for whom retention rates have declined over the last five years. Black students are also the only ethnic minority group who currently have retention rates below the overall University and BME averages.

When analysing intersecting characteristics, the groups of students with the lowest retention rates after Year 1 are male Care leavers (85%), BME Care leavers (87%), disabled Care leavers (90%) and mature BME students (92%). Numbers of care leavers are relatively small in the context of our overall size, so these findings lend themselves to more in-depth analysis of the specific issues facing this group of students, for example, through our annual care leavers focus group, or through further research. All other groups are in line with, or above the retention rate for the University overall.

Retention is also analysed at department and course-level to identify particular subjects where further targeted intervention may be needed.

We also monitor in-year withdrawals by department, course and student characteristic to look for patterns and trends in the points in the year at which our students may withdraw, and their reasons for doing so. This analysis, together with feedback from students gathered through a variety of methods, helps us to identify where improvements may be needed to our course design and delivery, or where our students may need further support.

Achievement

The proportion of students achieving good honours (first class or upper second class degree) has been steadily increasing (by an average rate of 1% point each year over the past five years) to 77% in 2016/17.

Reducing the attainment gap between BME and white students is a KPI at Sheffield Hallam, with a goal for there to be no attainment gap for any students at the University by 2020.

In 2016/17 mature students, BME students, disabled students, students from low-participation neighbourhoods, and Care leavers all had good honours rates below the University overall.

Good honours rates for all ethnic minority groups have been consistently below the University overall and White students good honours rates for the last five years. Chinese and Mixed race students are the only ethnic minority groups with good honours rates above the BME average of 63% in 2016/17 - at 65% and 75% respectively. Good honours rates for all ethnic minority groups

have been steadily increasing over the last five years however, except for Arab students, for whom good honours rates have declined.

When analysing intersecting characteristics, the groups of students with the lowest good honours rates are mature BME students (54%), BME students from low-participation neighbourhoods (56%), mature disabled students (71%) and disabled students from low-participation neighbourhoods (71%).

HEFCE have described the BME attainment gap as a persistent and systemic issue for the sector with BME students currently 14% less likely to achieve a good honours degree. In 2016/17 at Sheffield Hallam:

- The attainment gap between mature and young students is 6%.
- The attainment gap between BME and White students is 18%
- The attainment gap between disabled and non-disabled students is 3%
- The attainment gap between students from low-participation neighbourhoods (POLAR quintiles 1 and 2) and students from POLAR quintiles 3-5 is 11%.

We also analyse module success rates, progression to the next level of academic study and student satisfaction with assessment and feedback via the NSS and other student surveys by student characteristic and by department and course to identify where targeted early intervention may be needed to support our student's achievement and success.

Progression

Graduate outcomes

In the TEF Years 2 and 3, we achieved a number of positive + and positive ++ flags in the split metrics for graduate outcomes. We also have a number of negative - and negative -- flags relating to graduate outcomes for disabled students, BME students and students from low-participation neighbourhoods.

The proportion of Sheffield Hallam graduates progressing to highly skilled employment or further study has increased steadily over the last five years (by an average rate of 1.6% points each year over the past five years) stands at 71% for our 2015/16 graduates, compared to a sector average of 74%.

Increasing the proportion of our graduates progressing to highly skilled employment or further study is a KPI at Sheffield Hallam, with a goal to achieve 75% for all Home/EU First degree graduates by 2020.

Mature students currently perform 13% points above the University overall. Students from low-participation neighbourhoods perform in line with the University overall. BME students, disabled students and Care leavers perform below the University overall.

The proportions of White students and BME students progressing to highly skilled employment or further study within six months of graduation have each improved by an average of 2.4% points each year over the last five years. Graduate outcomes have improved for all ethnic minority groups over the last five years, except for 'Other' students for whom performance has declined by an average of 2% points each year since 2012/13.

Black students have graduate outcomes in line with the overall University average and in line with the BME average. All other ethnic minority groups have rates of progression to highly skilled employment or further study below the overall University average.

When analysing intersecting student characteristics, the groups of students with the lowest rates of progression to highly skilled employment or further study tend to a combination of the intersectionality between young, BME, disabled and low-participation neighbourhood students: young disabled students (63%), young BME students (65%), disabled BME students (65%) BME students from low-participation neighbourhoods (65%) and disabled students from low-participation neighbourhoods (66%)

Outcomes are also analysed at department and course-level to identify where further targeted interventions may be needed and these are then agreed between Heads of Department, departmental employability leads and our specialist Careers and Employability team in the form of Employability Partnership Agreements (EPAs).

The proportion of our graduates in work and progressing to professional / managerial employment has also increased over the last five years (by an average rate of 2% points each year over the past five years), to 70%, in line with the sector average.

Mature students and BME students outperform the University overall for this measure. Disabled students, students from low-participation neighbourhoods and care leavers perform slightly below the University overall.

Outcomes are also analysed at department and course-level to identify where further targeted interventions may be needed and these are then agreed between Heads of Department, departmental employability leads and our specialist Careers and Employability team, as above.

The University has adopted a student lifecycle approach to the delivery of career planning and employability skills development. All new students now complete the Career Readiness Questionnaire (CRQ) on enrolment. Its aim is to capture information that will inform the design of our services by asking students about:

- Their work/extra-curricular experiences to date
- Confidence in career planning, and finding/accessing opportunities
- The type of careers support they would like

Survey results are analysed at department and course level and informs the targeting and tracking of interventions and activities, with a particular focus on improving graduate outcomes for students from under-represented groups.

2. Ambition and strategy

Every student matters. All students deserve to achieve their potential. We are proud of our record in improving access to HE for a wide range of disadvantaged and under-represented groups. We strive to combine the recruitment of students from widening participation backgrounds with high rates of retention, attainment and positive graduate outcomes. However we recognise that we have further to go. We have identified that there are inequalities in access, success and progression for some groups of under-represented students at Sheffield Hallam at key stages in the student lifecycle that need to be addressed, as well as successes upon which we can build, namely:

- Prior educational attainment is low in South Yorkshire compared to the national average
- Rates of progression to HE amongst young people are low in South Yorkshire compared to the national average
- Recruitment of mature students is becoming more challenging and mature student numbers are reducing
- BME student numbers are steadily increasing, though we have low proportions of BME students compared to the sector overall
- We have high proportions of mature students, disabled students, and students from low-participation neighbourhoods compared to the sector overall
- We perform strongly for the retention of under-represented students compared to TEF and HESA benchmarks. However retention rates are much lower for care leavers and for some groups of BME and disabled students
- We have a persistent BME attainment gap. We also have a large gap in attainment between students from low-participation neighbourhoods and student from neighbourhoods with higher rates of progression to HE
- Graduate outcomes for our mature students are very strong. Rates of progression to highly skilled employment or further study are lower for some groups of BME students, disabled students, and students from low-participation neighbourhoods

Our strategic aims for access and participation to 2020 are closely aligned to, and support the delivery of our [Transforming Lives strategy](#), and our [Equality Objectives](#), launched in 2018:

Access and Participation

- Drive long-term improvements in the educational health of our region by working with partners to improve both aspiration and attainment levels from early years through to further and HE
- Create a distinctive applied educational offer, underpinned by an ambitious and innovative approach to student recruitment with a focus on widening access to HE amongst under-represented groups
- Address the under-representation of specific groups of students within our overall student population

Progression and Success

- Cultivate an environment in which all our students are challenged, supported and encouraged to succeed during their time at Sheffield Hallam through implementation of a whole student lifecycle approach
- Improve the retention of students from under-represented groups, through addressing academic support and the wider student support offer
- Ensure all students, from all backgrounds, are supported to achieve strong academic outcomes and barriers to success are removed
- Achieve improved graduate outcomes for under-represented groups

In implementing our Transforming Lives strategy, we aim to deliver consistently outstanding outcomes for our students, moving from pockets of excellence to consistently high performance across the institution.

Through our Access and participation plan, we will therefore continue to focus on improving access to HE and outcomes for:

- Mature students
- BME students
- Disabled students
- Students from low-participation neighbourhoods

- Care leavers

In addition to the above, we will deliver targeted and personalised pastoral support including access to our SHU Progress scheme; a named contact throughout their time at Sheffield Hallam to coordinate the wider support offer; priority for financial support; targeted communications and IAG; and peer support, for specific groups of the most vulnerable students including care leavers, young carers and young students estranged from their parents. These groups of students are relatively small at Sheffield Hallam in the context of our overall size but are growing, to around 250 students, and our experience to date suggests these students face particularly challenging circumstances. We are signatories to the Care Leavers Covenant and the Stand Alone Pledge for estranged students and will continue to commit to supporting these groups of students to succeed.

We are also exploring the targeted support that we can provide to Home students with Refugee status, similar to the model described above, which will enhance the role that we can play in Sheffield as the first 'City of Sanctuary' for refugees and asylum seekers.

Equality and Diversity

In designing our Access and participation plan we have had due regard to equality and diversity and the Public Sector Equality Duty as per our legal obligations under the Equality Act 2010. All activity described in this plan has been designed following a thorough assessment of our performance and considering differential outcomes for different groups of students including those with protected characteristics, as well as consulting with students and taking account of student feedback. This has resulted for example, in Transgender students becoming a priority group for our Student Success Scholarship and our LGBT student population becoming a target group for our flagship employability schemes.

The strategic aims and priorities set out in both this Access and participation plan and our Equality Objectives are closely aligned, and seek to achieve the same outcomes. For example, both of these institutional strategies aim to create a more inclusive student body and to address the under-representation of specific groups of students, to eradicate the attainment gap between BME and White students, and to reduce differential outcomes for different groups of students with regard to progression to highly skilled employment. Comprehensive plans and monitoring arrangements are already in place or are being developed to facilitate the achievement of these aims, with Equality and Diversity specialists sitting on our Access and participation steering group to drive progress of these shared endeavours.

We have developed a new approach to Equality Analysis at Sheffield Hallam, including a new toolkit for staff that focuses on evidence-based and inclusive decision-making. Equality analysis will be carried out for any new activity delivered as part of the implementation of this Access and participation plan.

Partnership and Collaboration

We are committed to the role that we can, and do, play in improving social mobility nationally and regionally. Due to the challenges faced by our region, Sheffield Hallam University is leading, and has secured funding for a number of programmes to raise school attainment and support progression into HE, detailed below. We will ensure complementarity between these programmes and the access and participation activity delivered to achieve the aims of this Access and participation plan.

Sheffield Hallam University, supported by the Department for Education, is using its convening and coordinating power to work with stakeholders to deliver [South Yorkshire Futures](#), a social mobility

partnership. This programme aims to improve school attainment, aspiration, and support improved progression into HE and work, especially for disadvantaged pupils. The programme consists of three core strands delivering coordinated action and is broadly structured around different life stages: preparation (early years); performance (primary and secondary) and aspiration (further education, HE and work).

One of the key drivers for improved social mobility is educational attainment. For England as a whole 82% of the most deprived pupils attend good or outstanding schools but these rates are much lower in areas across South Yorkshire. The quality of schools that young people have access to will affect their life chances and this is why early priorities under South Yorkshire Futures have focused on working strategically and collaboratively with schools to drive improvement. The Preparation strand is focussing on creating Early Years networks which build on and disseminate best practice; the Performance strand is developing initiatives to recruit and retain highly trained education specialists and the Aspirations strand is supporting cohesion across a range of activities to increase progression to HE, higher level skills and employment.

One early priority has been to support school governance within the region. Our School Governors Programme has seen us working collaboratively with regional local authorities and Inspiring Governance to support more Sheffield Hallam staff to take up roles as school and college governors. We have introduced a package of support for staff to become governors, including a clear HR policy, a matching service through the Inspiring Governance platform, and a growing governor community that will help to foster effective practice. Following launch events in March 2018, additional University staff have signed up to become governors and are being mapped to opportunities in local schools and colleges, particularly those in challenging circumstances, ensuring staff expertise is being targeted to benefit the most disadvantaged and under-represented students.

South Yorkshire Futures is also supporting a variety of existing initiatives which have been proven to aid school attainment, such as our partnership with Sheffield Children's University. We have secured funding to explore ways in which young people from across South Yorkshire can benefit from taking part in the Children's University, as well to take forward work on after school reading clubs to support attainment. As the South Yorkshire Futures programme continues to roll out in 2018/19 we will remain focused on assessing the challenges in attainment within our region and designing and delivering evidence informed initiatives that are relevant to this local context.

As a University with a history of collaboration, particularly through the HE Progression Partnership (HEPP), we are also committed to working in partnership in order to meet our strategic ambitions. As such we are pleased to see HEPP South Yorkshire Plus (HeppSY++) now operating successfully as the National Collaborative Outreach Programme (NCOP) in South Yorkshire, enabling significant additional projects to take place to increase the rates of progression into HE in our region, including additional collaborative work with FE colleges across the Sheffield City Region.

HeppSY++ has developed strong relationships with local schools and colleges which support the engagement and identification of students who have the potential to progress to HE and has established a core delivery offer including a Mobile Classroom; 1:1 advice from qualified Careers and HE Progression Advisers; guidance materials; and signposting to existing HE partners. More targeted programmes of work are also underway to raise aspirations such as enhanced summer school provision and initiatives and support the progression of BME groups and white disadvantaged males, to which both Universities in Sheffield are contributing. HeppSY++ is making significant progress with delivery in all 45 HEFCE target wards, meeting its original HEFCE bid target of 4,449 students in 2017, with 60% of students participating in sustained activity.

Having seen the benefits of a successfully embedded NCOP partnership which is meeting all HEFCE targets and milestones, we will continue to work closely with HeppSY++ to support the delivery of

NCOP activity throughout the duration of the programme, ensuring duplication is avoided and that good practice is shared. We will continue our planning to ensure the sustainability of the successful elements of NCOP by positioning HEPP as a vehicle for continued best practice, whilst supporting HEPP to develop a new complementary delivery model that will provide every school in the Sheffield City Region with a 'minimum offer' of impartial information and advice, alongside a renewed focus on more targeted and sustained outreach programmes particularly for primary, pre-16 and mature student groups.

We have also made progress in consolidating links with our local Opportunity Areas, to ensure activity is not duplicated and good practice can be shared. Our Vice Chancellor is the Independent Chair of Doncaster Opportunity Area's Partnership Board and other senior staff are represented on relevant working groups to ensure activity in Doncaster aligns with, and is supported by, other our other national and regional work on social mobility.

Ensuring continuous improvement through evaluation

We will secure continuous improvement, both in our practice, and in access, success and progression outcomes for under-represented groups through a whole-institution approach. Continuous improvement is firmly embedded within Sheffield Hallam University, and we have a dedicated Continuous Improvement service to support staff to improve ways of working to secure desired outcomes.

Our approach to continuous improvement will be embedded within our delivery plans for each of our 2019/20 Access and participation plan priorities.

For example, we are using a Proof of Concept approach to improve retention in identified departments, where specific small-scale interventions are being implemented and evaluated to understand impact and potential scalability.

We are also using an action-research approach to address our BME attainment gap, testing out hypotheses through practical interventions.

These approaches enable effective evaluation and sharing of best practice. By 2019/20, departments will be able to select from a 'basket' of interventions based on knowledge of 'what works' in improving outcomes for under-represented groups, or to deliver bespoke activity based on the particular challenges they face as identified in departmental assessments of performance.

We are seeking to improve our evaluation practice, and through our substantial staff expertise, to further contribute to the sector's understanding of what works in improving outcomes for under-represented groups of students.

Institutional research projects, along with evaluation and analysis of student engagement activity, student surveys and feedback at all levels, help us to inform and develop practice to improve outcomes for under-represented groups. We will build upon this and aim to develop and embed innovative methodologies for measuring the impact of our Access and participation plan interventions through implementing a 10 point evaluation impact planning tool.

Our evaluation objectives are to:

- Develop evaluation capability and capacity across Sheffield Hallam University
- Develop evaluative mind-sets within the University
- Build a WP evidence base and a 'what works' compendium

- Extend the Class of 2020 longitudinal initiative as an effective process for engaging with increasingly diverse student cohorts
- Escalate innovative methodologies that examine differential outcomes, for example, through the expansion of our Digital Storytelling and Listening Rooms initiatives to engage hard to reach students and capture student voices, especially those which seek to challenge the norm or prevailing culture

Student engagement

Students are active partners in the design, delivery and evaluation of our access and participation work, across the whole student lifecycle.

Student Ambassadors help to deliver outreach and aspiration-raising activity both on-campus, in schools and colleges, and at community engagement events across our region.

Student researchers co-design institutional research projects with staff into the experience of specific student groups, such as exploring the engagement and retention of commuter students, the extended degree student experience, confidence and belonging amongst BME students.

We have developed a new 'Working with Student Reps' online resource to support meaningful engagement with student representation and the student voice in response to research carried out jointly with the Students Union, and are continuing to work collaboratively with our students to develop a recognition framework for Student Reps.

We were successful in winning a competitive tender to host the RAISE 2018 conference (RAISE is a national network, Researching, Advancing and Inspiring Student Engagement, and it is the main forum for discussing student engagement in HE in the UK).

We have launched the *Class of 2020* student-facing research initiative by means of a longitudinal integrative review designed to increase understanding of the Hallam student experience and inform actions to improve belonging and student outcomes. The initiative draws on existing sector-wide evidence, evidence gathered from Hallam students at levels 4 and 5 in real-time during their studies and evidence from a cross-section of staff at all levels with direct responsibility for student experience, to determine issues to explore in greater depth.

The University has student representation at all levels of our formal governance structure to give the fullest opportunity for students to participate in decision-making. Some committees have positions for Students' Union officers and / or student representatives chosen or elected to represent their fellow students. Student views are sought on all aspects of the student experience and student feedback is welcomed, considered and used to shape future development.

Our Student Voice and Engage Committees have been involved in the development of this Access and participation plan and will work with us to monitor its implementation, particularly in terms of assessing outcomes for disadvantaged and under-represented groups.

The Students' Union continues to be involved in the development of our financial support offer and is supportive of our financial support package for 2019/20. Students are also represented on the Student Financial Support Panel which monitors Sheffield Hallam University's financial support offer and considers the outcomes of evaluation of our financial support.

3. Access, student success and progression measures

Access priorities for 2019/20

- Deliver activity to raise school attainment by working in partnership with schools, local authorities, employers and voluntary organisations, focusing especially on those areas where we can have the greatest impact within our region on improved outcomes for pupils, particularly the most disadvantaged
- Develop targeted programmes of activity to ensure repeat interventions with schools and individuals, particularly in community and pre-16 settings
- Extend our mentoring programme to additional schools and to individual learners, focusing on those from the most vulnerable groups and with multiple indicators of disadvantage
- Increase the number of BME and mature learners participating in outreach activity
- Increase the proportion of BME students represented within the overall student body
- Continue to build on our lifecycle approach to access and to develop preparedness for transition into and progression within HE, particularly focusing on disadvantaged and under-represented groups, and ensuring a joined-up approach to student support pre- and post-entry.

Alongside delivery of our South Yorkshire Futures programme, we will continue our successful and long standing partnerships with a range of regional schools and colleges to provide a sustained, core programme of outreach activity which includes:

- a variety of generic and impartial HE awareness sessions
- subject-specific activities, masterclasses and interactive roadshows
- access to ambassadors and a range of role models
- activity for teachers, advisers and other influencers

These sustained relationships have proven essential to our successes to date by allowing us to be responsive to local need and helping us to target some of the most disadvantaged schools and learners in our region. Amongst our schools and colleges targeted for support in 2017/18 for example, 66% of schools and colleges fall within POLAR quintile areas 1 or 2, and 53% are in areas with three or four indicators of deprivation.

As well as being an Access and participation plan ambition, our institutional Equality Objectives recognise the importance of attracting and supporting a diverse student base. We have established a taskforce to build understanding of the issues facing BME students in applying to Sheffield Hallam University, with a particular focus on data relating to conversion in light of our 12% lower offer rate to BME applicants compared to White applicants. We will be drawing conclusions from this data, alongside other quantitative and qualitative research, in order to create an action plan which allows us to make faster progress in reducing differentials in offer making to BME applicants.

Informed by our current work and local research, we understand the need to work collaboratively with our stakeholders, and are developing more effective targeting of our outreach activity in order to increase the numbers of BME participants. We will continue to target schools with high BME populations, as well as building links with non-mainstream educational providers and local faith and community groups. We will also embed best practice approaches to engaging BME learners identified through our Paramedicine Diversity Project and current collaborative HeppSY+ initiatives targeted at BME student groups.

Having consolidated and improved our sustained in-college mentoring programme for Year 12 students, we will also look to extend this mentoring offer to schools or colleges with high BME populations.

The expansion and development of our mentoring programme supports our aims to introduce more sustained and repeat interventions with individuals, schools and colleges. It is also part of the student lifecycle support we provide to vulnerable groups, leading as it does to our SHU Progress scheme which will remain targeted at specific disadvantaged and under-represented groups including care leavers, carers, estranged students, mature students, those with disabilities, low incomes or who are at-risk of homelessness. We will maintain those elements of the scheme which evaluation has shown participants particularly value, including named contact support and bespoke communications, whilst enhancing the transitional support provided at our preparatory events. We will continue to offer special consideration during the admissions process for SHU Progress applicants, including at interview stage, aligning with specific objectives for supporting vulnerable young people articulated in Doncaster Opportunity Area's Social Mobility Action Plan.

We will continue to develop our expertise in supporting targeted groups, working across pre- and post-entry support services to deliver programmes of activity which equip individuals from disadvantaged and other under-represented groups with the skills, capabilities and knowledge to access and succeed in HE.

For example, we will seek to implement the recommendations from recent commissioned research for an enriched offer of support for looked after children and care leavers in South Yorkshire, working collaboratively with other key stakeholders who contributed to the research findings.

We will also focus in particular on enhancing our outreach offer to additional groups of significance in our local context such as Roma young people and Refugees. We will refine programmes of outreach activity for these groups in partnership with local schools, community groups and voluntary organisations as well as raising awareness of their support needs internally and within local schools and colleges.

We will also work with University staff to ensure that we are meeting our pledged commitments to care leavers, estranged students and young carers, as well as promoting the pre- and post-entry support offered to these and other target groups such as student parents, transgender students and disabled students.

We remain committed to increasing diversity by designing schemes which encourage students from target groups to apply to become Student Ambassadors, building on lessons learnt from increasing male representation from 8% to 40% of the ambassador cohort between 2014 and 2018. Our student ambassador programme will continue to support students to develop skills and confidence through involvement in our activities, as well as providing opportunities to act as role models and champions for their particular interests and experiences. South Yorkshire Futures and HeppSY+ are also engaged in work which will build our understanding of the educational backgrounds of our current students and alumni in order to more effectively target role models and develop a 'talent bank' which can support aspiration raising activity across the region.

We will continue to support diversity within our strong vocationally linked subject-based activity, particularly in our STEM and Health and Social Care outreach. In line with our Equality Objectives, this work will focus on addressing the under representation of specific groups of students within our student population, such as female representation in Engineering, Maths and Computing and male and BME representation in Nursing and Allied Health Professions. Existing activity will be refreshed and new roadshows, taster days and on-campus events developed for these subject areas, with a

focus on challenging gender and racial stereotypes relating to these professions and making young people aware of the potential breadth of their future career options and pathways.

We will further extend the reach of our Community Engagement programme by taking activities and public events for younger children and families 'on tour' to targeted regional locations across South Yorkshire and work collaboratively with local community, education and IAG providers to host and promote these activities. We will explore partnerships with local family learning providers to help encourage repeat and sequential engagement with community activities, recognising the proven value of working with parents and families as key influencers to support progression to HE.

We will continuously refine our parent and carer support offer, ensuring we review our use of Parent Ambassadors and our provision of parent-specific events, communications and information resources in light of the findings from research that we have commissioned with this group.

By improving our engagement with parents and carers we hope to be able to target more potential mature learners, who will continue to be a priority group for our outreach activity. In recognition of the variety of entry routes which exist for mature learners we will also continue to work collaboratively with HEPP on adult learning cafes in order to provide broad, community-based support to this group. We will also look to develop our innovative approaches to engaging with potential mature students by working with local organisations and employers, building on the successful, collaborative 'Your Futures in Healthcare' events delivered in partnership with local FE colleges and NHS Trusts.

Student success priorities for 2019/20

- Deliver effective induction and support transition into the University, particularly focusing on targeted under-represented groups including mature students, disabled students, care leavers, estranged students and student carers who may face multiple barriers to effective participation in HE
- Develop and implement a 'student readiness' questionnaire upon enrolment to test our student's preparedness for HE study against a range of engagement markers
- Implement and embed our new academic and student support operating model consisting of front-line student advisers working alongside academic departments; and specialist support services
- Deliver a bespoke student lifecycle support offer for care leavers, estranged students and student carers, and deliver continuous improvements in response to student feedback and evaluation of the impact of this personalised support
- Continue to increase the proportion of disabled students supported via Learning Contracts (reasonable adjustments) and assess their impact
- Work alongside academic departments to identify and support the most vulnerable disabled students who are 'at risk' of not achieving in line with non-disabled students
- Pilot a range of interventions focused on improving the retention of disadvantaged and under-represented groups, evaluate their impact, and scale-up successful schemes
- Pilot a range of interventions focused on improving the attainment rates of BME students, evaluate their impact and scale-up successful schemes
- Continue to deliver the Student Success Scholarship to support disadvantaged and under-represented students, and the Hardship fund to support students experiencing financial hardship, and deliver continuous improvements in response to student feedback and evaluation of impact

In 2019/20 our new academic and student support operating model will be embedded across the University. This will ensure that all students, at all levels, have access to a named academic adviser,

student support adviser, and employability adviser embedded within academic departments. Course teams will have student caseloads and support will be prioritised to vulnerable 'at risk' students identified through feedback from teaching staff, student marks, and student engagement data, as part of our developing approach to learner analytics.

This core offer will be complemented by a bespoke student lifecycle offer for our most vulnerable disadvantaged students, including care leavers, young carers and estranged students; as well as specialist services delivering academic skills support (*The Bridge*), and student support for students with more challenging personal circumstances including wellbeing support, disabled student support and funding support.

Priorities for wellbeing support will be promoting resilience, prevention and early intervention; improving access to effective support; caring for the most vulnerable students; and developing skills across a wider group of staff within the University.

Priorities for disabled student support will be delivering reasonable adjustments; working with departments to identify and support vulnerable students; and inclusive practice.

Priorities for funding support will be to effectively manage and evaluate the impact of all bursaries and scholarships at Sheffield Hallam, as well as to co-ordinate our wider financial support offer.

In 2019/20 we will continue to deliver our Student Success Scholarship designed to support the retention of disadvantaged and under-represented students, and the Hardship Fund to support students facing financial hardship. Overall, we plan to invest £5.7 million in financial support in 2019/20. Based on analysis of take-up; evidence of impact upon retention and progression to next level of study or completion; and feedback from students; we will keep the eligibility criteria and priority criteria of the Student Success Scholarship under review to ensure that as many of our targeted under-represented groups as possible are able to benefit from the scheme. The Student Success Scholarship will be evaluated for long-term impact upon educational outcomes using the model developed by the Office for Fair Access (Offa).

We will review our wider scholarships and bursaries offer with a view to some streamlining to make the offer clearer to students and ensure that they can easily see which schemes they are eligible for, and to make any associated application processes quick and easy to access. For example, care leavers are currently entitled to multiple sources of support and we will consolidate this into a single package of financial support which will be proactively targeted towards care leavers with student characteristics that we have identified have the lowest rates of retention, to support their ability to remain at Sheffield Hallam.

We will continue to invest in the online financial education resource *Blackbullion* to support our financial capability work and will grow this work to address harmful behaviours such as gambling, working closely with the Students Union to run campaigns on financial capability and support.

Our approach to targeting and prioritisation will be enhanced by the development of our student readiness questionnaire to explore our students' readiness for HE study, which can be cross-referenced with other data to develop a more comprehensive understanding of the academic, skills and pastoral support needs of our students.

Our approach to the continuous improvement of our services will be informed not only by analysing outcomes, but by research with our students, including examining the voices of those who may often go unheard, such as through our Digital Storytelling and Listening Rooms initiatives.

We will build upon learning from our small-scale interventions to improve the retention of our students, particularly amongst under-represented groups, and to enhance inclusive practice to reduce the attainment gap between our BME and White students. Examples of activity include pre-arrival calls to increase engagement and sense of belonging to the University amongst targeted under-represented groups; an Academic Writing scheme; extending our existing peer mentoring schemes; and launching the Hallam Award, an extra-curricular scheme to increase student engagement and recognition of students' contribution to the University community beyond their course, which has been developed in partnership with the Students Union. Through a comprehensive approach to impact evaluation, we will assess these interventions for impact and scalability.

Interventions that are proven to have a positive impact upon the retention of our under-represented students, and upon our BME attainment gap, as evidenced by TEF split metrics, will be rolled-out across the institution in 2019/20, whilst departments will be able to select from a range of interventions in response to the particular challenges that need to be addressed in their subject area, for their particular student profile.

This approach enables us to be flexible and responsive to student need locally, whilst maintaining a focus on student outcomes and our strategic ambitions for access and participation across the whole institution.

Progression priorities for 2019/20

- Continue to transform our employability offer and implement our Employability Promise to achieve sector- leading highly skilled employment and postgraduate study outcomes for all our students
- Deliver improved graduate outcomes for under-represented students. We will continue to ensure that we prioritise our employability offer, so that activity focuses on disadvantaged and under-represented groups, as well as students from lower performing subject areas who are 'at risk' of not achieving successful graduate outcomes in line with their peers
- Continue to develop and deliver a student lifecycle approach to employability through high profile programmes that target and support disadvantaged and under-represented groups. This will include:
 - The Hallam Award
 - Career Impact Programme
 - Career Mentoring Scheme
 - The Hallam Internship Scheme
 - *GradVantage* - Graduate Support Programme

In 2019/20, the University's Careers and Employability Service will build upon work already undertaken to continue to effectively identify, target and track students from targeted under-represented groups throughout the student lifecycle.

The introduction and development of our first year Career Readiness (CR) questionnaire has further enhanced this approach. The CR questionnaire's continued development and embedding into enrolment, provides a comprehensive dataset which can be cross-referenced with other data to build up a picture of the 'Career Readiness' of all new students. It informs targeting and interventions by, for example, enabling the identification of students that have no work experience or have not previously engaged in voluntary or extra-curricular activities. It also allows the Careers and Employability Service to monitor progress and link to University-wide learning gain evaluation activity.

Our Employability Advisers will build upon their now well established role, providing targeted one-to-one support and group work, with a continued focus on those departments and courses with the lowest rates of progression to highly-skilled employment. By 2019/20, in addition to DLHE and NSS satisfaction data, we will use learner analytics and CR questionnaire data to identify those students from disadvantaged and under-represented groups, who we know are likely to lack confidence, social capital, employability skills and experience, and so may stand to benefit most from engagement with the Careers and Employability service. This information will then help inform the planning and delivery of Employability Partnership Agreements (EPAs) in every department to ensure that a collaborative approach to working with priority student groups is agreed by Heads of Department, academic department employability leads, and specialist services.

We will continue to develop the Career Impact Programme, prioritising the programme to disadvantaged and under-represented groups at all levels of study. This will continue to involve our effective peer-to-peer support model and the use of Career Impact Programme completers to mentor and coach early stage Career Impact participants. Career Impact Coaches will also undertake promotional activity to raise the profile of the programme and support further work with disadvantaged and under-represented groups.

We will continue to develop our long standing and successful Career Mentoring Scheme, now prioritised to disadvantaged and under-represented groups, and explore a further expansion of the scheme through the introduction of a new online mentoring platform. The priority for 2019/20 will be to continue to develop a two-tier model of mentor support, a face-to-face model for those students that require the most support, prioritised to disadvantaged and under-represented students, combined with a more flexible online mentoring offer for other students. We will also continue to utilise support from alumni that may not be based locally but would like to mentor students - particularly disadvantaged students and those from targeted under-represented groups - and provide financial support from the Hallam Fund (made up of donations from alumni) to meet the travel costs of mentees.

We will continue to develop our innovative graduate support programme, GradVantage, for current finalists. *GradVantage* is a package of activities and support for final years to help them successfully make the transition from their studies to their first job after university. It includes intensive one-to-one coaching appointments in person, by telephone or by Skype or FaceTime; weekly webinars; ongoing support and information provided through our online *GradVantage* LinkedIn community group; and our annual GradVantage conference in May 2020.

The *GradVantage* programme is specifically focused on providing enhanced support for under-represented student groups, particularly BME and disabled students, and students from courses that are underperforming when compared to the University's highly skilled employment KPI and TEF core and split metrics.

A key component of the *GradVantage* programme is the Hallam Internship Scheme, a funded internship scheme, to support Sheffield Hallam University students wanting to gain quality work experience to support employability after graduation. The Scheme, which is part of the University's investment in its Employability Plan and Promise, provides funding for up to 250 four to eight week internship opportunities. The scheme provides students with a bursary of £1200 for 150 hours of work. Employers can also match fund for an additional 150 hours. Students can identify their own internship opportunity or apply for one of up to 200 advertised internships with local and national businesses, and third sector organisations. All internships are prioritised to students from priority groups.

Following the launch of the new Hallam Award in September 2018 we will continue to ensure that all students, and particularly those from disadvantaged and under-represented groups, will have the

opportunity to gain recognition for undertaking a broad range of extra-curricular activities, both on and off campus. Student Hallam Award Ambassadors will work collaboratively with the Students' Union to promote the new Hallam Award and develop a peer-assisted learning scheme (PALS) to improve engagement, provide encouragement and scaffolding support to students on the new Hallam Award.

We will also further evolve our approach to prioritising student employment opportunities on campus to disadvantaged and under-represented groups through our Campus Jobs scheme. Sheffield Hallam University is one of the top three HEIs in the UK for the provision of part-time student employment opportunities, as recognised by the National Association of Student Employment Services (NASES) Student Employee of the Year Awards (SEOTY). We employ over 1,000 students on campus each year and approximately 50% of those recruited are from disadvantaged and under-represented groups. We will continue to increase take-up and the number of opportunities, and by 2019/20 all students completing a Campus Job assignment will achieve recognition through the new Hallam Award.

Targets and milestones

Retention after Year 1 is a KPI at Sheffield Hallam, with a goal to achieve 95% retention after Year 1 for all Home/EU undergraduates by 2020.

Reducing the attainment gap between BME and white students is a KPI at Sheffield Hallam, with a goal for there to be no attainment gap for any students at the University by 2020.

Increasing the proportion of our graduates progressing to highly skilled employment or further study is a KPI at Sheffield Hallam, with a goal to achieve 75% for all Home/EU First degree graduates by 2020.

In line with guidance from the OfS, we have not reviewed our previous Access agreement targets, or extended their reach beyond 2020.

We will continue to monitor progress against our existing targets, and to assess outcomes for disadvantaged and under-represented students at key stages in the student lifecycle - application, enrolment, retention, achievement, and graduate outcomes - through our Access and participation steering group, Engage Committee, and Shaping Futures strategic board.

We will await guidance on when to undertake a more thorough review of targets to ensure that these are aligned to the delivery of our priorities and achievement of our strategic ambitions.

4. Investment

In 2019/20 we plan to invest £12.4 million, or 19.7% of higher fee income in the measures to support access, success and progression of under-represented groups of students described in this plan, which can be broken down as follows:

Investment	£	% of higher fee Income
Access	£1.2m	2.0%
Student Success	£2.8m	4.4%
Progression	£2.6m	4.1%
Financial Support	£5.8m	9.1%
Total	£12.4m	19.7%

This represents an increase in the proportion of our higher fee income committed to access and participation activity since our last Access agreement.

Alongside Access and participation plan countable expenditure, we forecast that we will invest £8.3 million in activity to support access to HE, student success and progression in 2019/20. The majority will be grant funding from the OfS in the form of our Student Premium and Disabled Student Premium allocations, which will be distributed to departments and specialist services to deliver academic and pastoral support and specialist interventions for 'at risk' students. The remainder relates to investment in the delivery of central services that support student success and progression to employment or postgraduate study that are available to *all* students.

We feel that our investment overall, and that the balance of our activity spend - with the greatest investment in student success and progression expenditure, and a more modest investment in access expenditure - demonstrates our ongoing commitment to support *all* our students to succeed, and reflects those areas where we already perform well, and where we have further to go to achieve our goals to 2020.

5. Provision of information to students

We will continue to provide timely and accurate information to prospective students on the tuition fees that we will charge and the types of financial support available.

Prospective students entering Sheffield Hallam University in 2019/20 will be informed of the fees that we will charge in normal years of study and in their optional sandwich placement year (where applicable) through a dedicated fees and funding section of the Sheffield Hallam University website, through our online prospectus and other promotional materials.

Student terms and conditions, including our student fees regulations are published on our website and digital learning environment, Shuspace.

Sheffield Hallam University reviews tuition fees annually and reserves the right to increase fees for academic years subsequent to the student's first year of entry to the University, up to the maximum amount allowed by law or government policy. Any fee increases will normally reflect inflationary changes in the University's costs for delivering courses and programmes and study and will normally be linked to RPI excluding mortgage interest.

Prospective students will be informed about the financial support available from the University and other sources through a variety of methods. Through a calendar of recruitment visit activity such as University Open Days and Course Open Days, financial support information is made available to prospective students during well-attended talks, the provision of an information stand and specialist staff to answer prospective students' questions. Information on financial support is provided on the dedicated fees and funding section of the Sheffield Hallam University website, through our online prospectus and other promotional literature.

All financial support schemes are heavily promoted to current students through the University website, Shuspace and during support interventions such as one to ones, workshops and online activities. It is anticipated that by 2019/20 the new Student Support Adviser role will promote financial support schemes to students on both an individual basis and through group activities such as induction. This will be particularly important for students from disadvantaged and under-represented groups, and we will prioritise promotion of our application-based schemes to our priority groups to encourage take-up and maximise impact.

Our 2019/20 Access and participation plan will be published on the fees and funding section of our website, and as such, will be publicly accessible.

* course type not listed.

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

Please enter inflationary statement in the free text box below.

All fees will be reviewed annually and may rise in future years in line with inflation or another measure as permitted by government.

Full-time course type:	Additional information:	Course fee:
First degree		£9,250
Foundation degree		£9,250
Foundation year / Year 0		£9,250
HNC / HND		*
CertHE / DipHE		*
Postgraduate ITT		£9,250
Accelerated degree		*
Sandwich year		£1,850
Erasmus and overseas study years		£1,385
Other		*
Franchise full-time course type:	Additional information:	Course fee:
First degree		*
Foundation degree		*
Foundation year / Year 0		*
HNC / HND		*
CertHE / DipHE		*
Postgraduate ITT		*
Accelerated degree		*
Sandwich year		*
Erasmus and overseas study years		*
Other		*
Part-time course type:	Additional information:	Course fee:
First degree		£6,935
Foundation degree		£6,935
Foundation year / Year 0		£6,935
HNC / HND		*
CertHE / DipHE		*
Postgraduate ITT		£6,935
Accelerated degree		*
Sandwich year		*
Erasmus and overseas study years		*
Other		*

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

Reference number	Stage of the lifecycle (drop-down menu)	Main target type (drop-down menu)	Target type (drop-down menu)	Description (500 characters maximum)	Is this a collaborative target? (drop-down menu)	Baseline year (drop-down menu)	Baseline data	Yearly milestones (numeric where possible, however you may use text)					Commentary on your milestones/targets or textual description where numerical description is not appropriate (500 characters maximum)
								2018-19	2019-20	2020-21	2021-22	2022-23	
T16a_01	Access	Socio-economic	HESA T1a - NS-SEC classes 4-7 (Young, full-time, first degree entrants)	Proportion of the University's young, full-time undergraduate entrants who are from SEC 4-7, based on HESA data published March 2015	No	2013-14	38.8%	39.8%	40.0%	N/A			HESA are to cease publishing this as a UK Performance Indicator after 2016 and therefore we will cease to monitor performance against this target. TARGET
T16a_02	Access	Low participation neighbourhoods (LPN)	HESA T1a - Low participation neighbourhoods (POLAR3) (Young, full-time, first degree entrants)	Proportion of the University's young, full-time undergraduate entrants who from low participation neighbourhoods	No	2013-14	18.2%	18.9%	19.0%	19.1%			
T16a_03	Access	Multiple	HESA T3a - No longer in HE after 1 year (Young, full-time, first degree entrants)	Proportion of the University's young, full-time first degree entrants who are no longer in HE after Year 1	No	2013-14	4.6%	4.2%	4.0%	4.0%			
T16a_04	Student success	Low participation neighbourhoods (LPN)	HESA T3b - No longer in HE after 1 year & in low participation neighbourhoods (POLAR 3) (Young, full-time, first degree entrants)	Proportion of the University's young, full-time first degree entrants from low-participation neighbourhood who are no longer in HE after Year 1	No	2013-14	6.0%	5.0%	4.6%	4.2%			
T16a_05	Student success	Mature	HESA T3a - No longer in HE after 1 year (Mature, full-time, first degree entrants)	Proportion of the University's mature, full-time first degree entrants who are no longer in HE after Year 1	No	2013-14	9.1%	6.9%	6.5%	6.2%			
T16a_06	Student success	Multiple	HESA T5 - Projected degree (full-time, first degree entrants)	Proportion of the University's full-time first-degree entrants projected to achieve a degree	No	2015-16	83.3%	84.2%	84.6%	84.8%			

Table 8b - Other milestones and targets.

Reference Number	Select stage of the lifecycle	Main target type (drop-down menu)	Target type (drop-down menu)	Description (500 characters maximum)	Is this a collaborative target?	Baseline year	Baseline data	Yearly milestones (numeric where possible, however you may use text)					Commentary on your milestones/targets or textual description where numerical description is not appropriate (500 characters maximum)
								2018-19	2019-20	2020-21	2021-22	2022-23	
T16b_01	Access	Mature	Management targets	Support Access to HE for mature learners in the Sheffield City Region.	No	2013-14	294	300	300	300	300		
T16b_02	Student success	Disabled	Management targets	Increase the proportion of the University's students who have declared that they have a disability with a Learning Contract.	No	2011-12	63%	72%	75%	76%	77%		
T16b_03	Student success	Ethnicity	Management targets	Reduce the attainment gap (proportion of students achieving good honours) between BME and White students to at least the sector average by 2019/20.	No	2013-14	21%	17%	16%	15%	14%		
T16b_04	Progression	Multiple	Management targets	Achieve a sector upper quartile position for the proportion of Sheffield Hallam University's full-time first degree graduates progressing to highly-skilled employment.	No	2013-14	67%	74%	75%	75%	76%		
T16b_05	Access	Multiple	Outreach / WP activity (collaborative - please give details in the next column)	Develop the Higher Education Progression Partnership (HEPP) and ensure that activities delivered through this network support the progression of young people and adults from the Sheffield City Region to HE.	Yes	2011-12	HEPP established jointly with the University of Sheffield.	Continue to develop the partnership	Continue to develop the partnership	Continue to develop the partnership	Continue to develop the partnership		
T16b_06	Access	Multiple	Outreach / WP activity (collaborative - please give details in the next column)	Develop HEPP activities for young people, adults, teachers and advisers which promote and support progression to higher education in the Sheffield City-Region.	Yes	2011-12	Activity strands and resources developed for young people, adults, teachers and advisers.	Develop and maintain activity levels	Develop and maintain activity levels	Develop and maintain activity levels	Develop and maintain activity levels		
T16b_07	Access	Multiple	Outreach / WP activity (collaborative - please give details in the next column)	Identify and develop an appropriate strategy for targeting young people in the Sheffield City Region, monitoring and tracking their progression.	Yes	2012-13	Preliminary discussions with local authorities to determine the type of information and data that might be shared in order to monitor the participation of target groups in WP activity.	Develop and maintain tracking and monitoring systems	Develop and maintain tracking and monitoring systems	Develop and maintain tracking and monitoring systems	Develop and maintain tracking and monitoring systems		
T16b_08	Access	Low participation neighbourhoods (LPN)	Outreach / WP activity (collaborative - please give details in the next column)	Develop a new HEPP project to test the effectiveness of longitudinal engagement with a limited number of schools.	Yes	2013-14	Pilot a new project with intensive engagement of 50 targeted WP learners from Y10, including a summer school.	Re-purpose funding to deliver the 'Raising Aspirations' programme to reach a larger number (up to 200 targeted students) from Year 7 to Year 13	Re-purpose funding to deliver the 'Raising Aspirations' programme to reach a larger number (up to 200 targeted students) from Year 7 to Year 13	Re-purpose funding to deliver the 'Raising Aspirations' programme to reach a larger number (up to 200 targeted students) from Year 7 to Year 13	N/A	Activity and associated target discontinued, please remove.	
T16b_09	Access	Low participation neighbourhoods (LPN)	Outreach / WP activity (collaborative - please give details in the next column)	Develop a HEPP project which will allow longitudinal engagement with a wider range of schools.	Yes	2014-15	Develop a strategy to engage with a number of schools on a collective project in one sub-region.	Consider rolling out to other schools in the sub-region, depending on future funding	Consider rolling out to other schools in the sub-region, depending on future funding	Consider rolling out to other schools in the sub-region, depending on future funding	Consider rolling out to other schools in the sub-region, depending on future funding		

T16b_10	Access	Low participation neighbourhoods (LPN)	Outreach / WP activity (collaborative - please give details in the next column)	Develop a HEPP project to test the effectiveness of longitudinal engagement with Primary schools.	Yes	2014-15	Develop an appropriate strategy to engage with primary schools.	Evaluate engagement and activity with target schools, and consider extending the activity, depending on future funding	Consider involving other primary schools, depending on future funding	Consider involving other primary schools, depending on future funding	Consider involving other primary schools, depending on future funding		
T16b_11	Access	Low participation neighbourhoods (LPN)	Outreach / WP activity (other - please give details in the next column)	Maintain the schools and college partnership as a means of delivering effective outreach.	No	2015-16	63% of partner schools and colleges in POLAR 3 quintile 1 and 2 neighbourhoods.	At least 50% of partner schools / colleges to be located in POLAR 3 quintile 1 or 2 neighbourhoods; and a minimum of 60% of Sheffield Hallam-led outreach activity to take place with schools and colleges within the partnership.	At least 50% of partner schools / colleges to be located in POLAR 3 quintile 1 or 2 neighbourhoods; and a minimum of 60% of Sheffield Hallam-led outreach activity to take place with schools and colleges within the partnership.	At least 50% of partner schools / colleges to be located in POLAR 3 quintile 1 or 2 neighbourhoods; and a minimum of 60% of Sheffield Hallam-led outreach activity to take place with schools and colleges within the partnership.	At least 50% of partner schools / colleges to be located in POLAR 3 quintile 1 or 2 neighbourhoods; and a minimum of 60% of Sheffield Hallam-led outreach activity to take place with schools and colleges within the partnership.		
T16b_12	Access	Care-leavers	Outreach / WP activity (other - please give details in the next column)	Deliver a progressive programme of outreach for looked after children and care leavers via our Compact Scheme.	No	2015-16	N/A	Minimum of 10 looked after children and care leavers supported into HE at Sheffield Hallam University.	Minimum of 10 looked after children and care leavers supported into HE at Sheffield Hallam University.	Minimum of 10 looked after children and care leavers supported into HE at Sheffield Hallam University.	Minimum of 10 looked after children and care leavers supported into HE at Sheffield Hallam University.		
T16b_13	Access	Mature	Outreach / WP activity (other - please give details in the next column)	Support applications to Sheffield Hallam for mature learners via our Compact Scheme.	No	2015-16	N/A	Minimum of 20 mature learners supported into HE at Sheffield Hallam University.	Minimum of 20 mature learners supported into HE at Sheffield Hallam University.	Minimum of 20 mature learners supported into HE at Sheffield Hallam University.	Minimum of 20 mature learners supported into HE at Sheffield Hallam University.		
T16b_14	Access	Attainment raising	Outreach / WP activity (other - please give details in the next column)	Develop and deliver pilot Student Ambassador-led 'Homework Club' out-of-school support sessions across the Sheffield City Region focussing on the period of transition between primary and secondary school (Years 5-8).	No	2016-17	N/A	Future milestones will be dependent on the outcomes of evaluation of pilot activity in year 1, though in terms of scale, our aim will be to work with 2 school families (secondary and minimum of 1 feeder primary) per local authority in the Sheffield City Region - a minimum of 16 schools in total.	Future milestones will be dependent on the outcomes of evaluation of pilot activity in year 1, though in terms of scale, our aim will be to work with 2 school families (secondary and minimum of 1 feeder primary) per local authority in the Sheffield City Region - a minimum of 16 schools in total.	Future milestones will be dependent on the outcomes of evaluation of pilot activity in year 1, though in terms of scale, our aim will be to work with 2 school families (secondary and minimum of 1 feeder primary) per local authority in the Sheffield City Region - a minimum of 16 schools in total.	Future milestones will be dependent on the outcomes of evaluation of pilot activity in year 1, though in terms of scale, our aim will be to work with 2 school families (secondary and minimum of 1 feeder primary) per local authority in the Sheffield City Region - a minimum of 16 schools in total.		
T16b_15	Student success	Disabled	Management targets	Reduce the attainment gap (proportion of students achieving good honours) between part-time first degree disabled students, and full-time first degree disabled students	No	2015-16	17%	13%	12%	11%	10%		