Sheffield Hallam University
Access and participation plan 2025-26 to 2028-29

Contents

Introduction and strategic aims

Sheffield Hallam University (SHU) is a large widening participation university that serves its local community and its place. Our mission is simple: **we transform lives.** We do this by shaping our students' futures and preparing them for whatever they choose to do, and by creating knowledge that provides practical solutions to real world challenges. We aim to deliver consistently outstanding outcomes for all our students.[1] We make a significant impact regionally and nationally. Sheffield Hallam is the 11th largest recruiter of full-time undergraduates, the 4th largest recruiter of full-time home undergraduate students, and the 4th largest recruiter of degree apprentices.[2]

Our success in recruiting and supporting students to progress from a wide range of backgrounds, including many non-traditional learners, demonstrates that widening participation is a core part of what we do. Our student population is increasingly diverse and more likely to come from a disadvantaged background. More than 71% of entrants in 2021/22 were from an underrepresented or under-served student group, so were mature, from a minoritised ethnicity, disabled, and/or from a low participation area, as measured by Tundra.[3] The proportion of entrants from these groups has increased by ten percentage points (pp) over six years. In the last four years, students in the lowest Association Between Characteristics (ABS) quintile on full-time and part-time provision have outcomes materially above benchmark in Teaching Excellence Framework metrics (Full-time students, on all outcomes. Part-time students for completion and progression).

Our mission is integral to supporting and enhancing social mobility and social justice and we are proud of our position at the heart of our city and region. We are committed to ensuring that students, whatever their background or experience, leave us as world-ready citizens. We aim to provide all students with the best opportunity to succeed during and after their time at Hallam.

Our strategic engagement is demonstrated through our commitments to the **Care Leavers Covenant** and the **Armed Forces Covenant**. We are proud to be a **Disability Confident Leader**, are signed up to the **Mental Health Charter**, a member of the **Race Equality Charter**, in receipt of **Athena Swan** bronze status and a Silver Award by the **Defence Employer Recognition Scheme**. We have been awarded the quality mark from the **National Network for the Education of Care Leavers** (NNECL) and are also a member of the **Stonewall Diversity Champions** scheme.

Sheffield Hallam is a **University of Sanctuary**. The accreditation, given by the charity City of Sanctuary, recognises and celebrates good practice of universities welcoming sanctuary seekers into their communities and fostering a culture of welcome and inclusion for all. We provide support for those who are seeking asylum or hold refugee status and want to apply for a place at Sheffield Hallam, including the SHU Progress scheme, dedicated support for refugee students and sanctuary scholarships for asylum seeker students. We also work with the UK charity **Council for At-Risk Academics (Cara)** which helps academics identified as at-risk of violence, persecution, or repression in their home countries to pursue their research through fully funded PhD scholarships.

Our strategic aims

Based on our assessment of our performance, our knowledge of the risk environment for our students and with input from staff practitioners and from our students, we have identified the following strategic aims:

1. **Educational ecosystem**
   a) We will continue to drive improvements in long-term outcomes in the education ecosystem in South Yorkshire and beyond. We will do this by continuing to work with a wide range of partners to understand and address barriers to success from early years through to further and higher education.
   b) Through a long-term commitment to partnership working and social justice, we will focus on the most disadvantaged, historically underserved, and underrepresented students and communities.

    c) We will work strategically and collaboratively in South Yorkshire and North-East Derbyshire to offer a targeted and progressive programme of impartial advice and guidance to young people and schools.

    d) We will work collaboratively in South Yorkshire to instil a love of learning beyond the classroom in young people and their families.

2. **Access**

    a) We will further develop the inclusivity of our approach to student recruitment by proactively identifying and tackling systemic barriers to entry for the most disadvantaged student groups, which underpins their successful transition and supports on-course success.

    b) We will deliver a distinctive applied pre-entry support offer, which focusses on widening access to higher education (HE) amongst the most disadvantaged, historically under-served, and under-represented students.

3. **On course and progression to employment**

    a) We will cultivate an environment in which all students are challenged and supported to succeed. We will do this through an evidence-informed and student-centred, inclusive, and whole student lifecycle approach to academic, personal and employability support.

    b) We will ensure that all students, from all backgrounds, are supported to achieve strong academic outcomes or to progress to an outcome that they consider to be a positive reflection of their higher education experience. We will work proactively to identify and dismantle structural barriers to success.

    c) We will extend our existing good practice in working alongside students, so that co-creation and drawing on the lived experiences of our students is consistently and sustainably integrated into all aspects of the university experience.

    d) We will continue to develop robust and compassionate support for students who face the most difficulties during their time with the university. We will do this by working in partnership with other local institutions and with Hallam's Students Union and our student community.

Risks to equality of opportunity

Since our last plan was approved in 2019, we believe that the context for all students, and especially the most disadvantaged, has become much more challenging. There are pressing risks relating to equality of opportunity with the potential to impact most of our students, given that the majority are from widening participation backgrounds. The most pressing of these is the cost-of-living crisis, which has been intensified by the failure to increase student living cost loans. The impact of this can be seen and felt across all aspects of the student experience, and it has exacerbated most, if not of all, of the risks identified in the Office for Students' equality of opportunity risk register. In the June 2024 cost of living survey by Hallam Students' Union, 68% of those surveyed reported that they had skipped meals, 92% missing or skipping social events to undertake paid work and 37% missing or skipping classes at University. 56% of students said that rising costs were having a substantial impact on their emotional wellbeing.

The pandemic and ongoing economic instability have had a negative impact on academic skills as well as social and emotional development. Widening social, economic, and regional inequalities (including digital inequity) affect access to and outcomes from HE, with the 2023/24 changes to the fees and funding system having a disproportionate impact on lower earners and on women.

We will continue to do all that we can to mitigate the impact of risks on our students but must also acknowledge that this is extremely challenging within the current financial environment facing our students and the higher education sector.

Risk 1: Educational ecosystem and raising attainment in schools:

There are stark, and in many cases, worsening, economic, social and educational inequalities experienced by individuals and communities in our region. Please see annex A for more detail. This presents a clear risk to access to HE and to success in HE. As a large widening participation university

with a civic ethos and a proven track record in recruiting and supporting students from under-represented and under-served backgrounds, we reiterate our ongoing commitment to long-term partnership working across the national and regional ecosystem to address these inequalities.

Strategic aims: 1a, 1b, 1c, 1d, 2a, 2b, Intervention strategy: 1, Objectives: 4a.

Risk 2: Outcomes for Black students:

The degree awarding gap for Black students is one of the largest across all groups and stages of the student lifecycle. Gaps widen when ethnicity is intersected with deprivation. There has been some improvement since the last plan. but progress has been slow; we find this an unacceptable situation and therefore ensuring highly positive experiences and outcomes for Black students remains a priority. Our long-term ambition is to eliminate the degree awarding gap for Black students. We have some evidence that suggests that strong leadership, student-co-creation, and an inclusive curriculum can ameliorate outcome gaps.

Strategic aims: 3a, 3b, 3c, 3d, Intervention strategy 2, Objectives: 4.d, 4.f, 4.g.

Risk 3: Student mental health:

The University has evidence that students are increasingly struggling with poor mental health. Some students may have difficulties that are not formally diagnosed or treated, and may experience delays in receiving a diagnosis, treatment, or support, at times exacerbated by the transition between adolescent and adult services. Other students may not report mental health difficulties. The University has a Student Wellbeing Programme in place to address these challenges.

The number of students declaring a disability has risen to almost 24% of new students, well above the sector rate of 17.2%, and with year-on-year increases since 2016/17. 7.2% of entrants declared a disability related to their mental health, up from 3.9% in 2016/17. Internally there are a high number of students referred to the 'Sheffield Hallam At Risk Pathway', and 'Cause for Concern' with signs of mental ill-health[4]. The overall number of cases has declined since the pandemic, but the number of students escalated to the highest tier has increased every year, with cases becoming more complex. Outcome gaps are evident in completion rates. There is limited evidence of other outcome gaps for students with a disability related to their mental health, but we note that the data we have considered is time-lagged, and that the rising mental ill-health needs in schools increases the risk of the emergence of other outcome gaps.

Strategic aims: 3a, 3b, 3c, 3d, Intervention strategy 3, Objective:4e.

Risk 4: White males from deprived backgrounds:

There are indications that students from the most deprived backgrounds are becoming less likely to take up a place at university, and this appears to be impacting white males from deprived backgrounds most; with some of the largest gaps overall at the intersection of disadvantage and ethnicity. Continuation, degree awarding, and progression targets have been in place since 2019, but we have made little progress in closing gaps for these students. The evidence base on what works is limited. As a large recruiter of white males from deprived backgrounds, we will work to better understand the students' experiences, including the impact of intersections between deprivation and ethnicity, to contribute to the sector evidence base, to understand what works and to close the outcome gaps that these students are currently experiencing.

Strategic aims: 3a, 3b, 3c, 3d, Intervention strategy 4, Objectives: 4b, 4c, 4h.

Objectives

Based on an analysis of our performance data and considering the current environment and risks to equality of opportunity, we are putting forwards the objectives below as tangible measures of our progress:

Objective 4.a: South Yorkshire Children's University will increase the proportion of all South Yorkshire school age children and young people that it engages with from 15% to 35% by 2028/29.

Objective 4b: Sheffield Hallam will increase the proportion of white males who are eligible for free school meals from 10.8% to 16% by 2028/29.

Objective 4c: Sheffield Hallam will reduce the continuation gap for the most deprived male students studying full-time from 9.6 percentage points to below 2.0pp by 2028/29.

Objective 4d: Sheffield Hallam will reduce the completion gap for Black students studying full-time from 10.8pp to below 2.0pp by 2028/29.

Objective 4e: Sheffield Hallam will reduce the completion gap for disabled students relating to their mental health studying full-time from 4.6pp to below 1.0pp by 2028/29.

Objective 4f: Sheffield Hallam will work to eliminate the degree awarding gap for Black students studying full-time, reducing it from 21.2pp to below 10.0pp by 2028/29 and working to close it entirely as soon as possible.

Objective 4g: Sheffield Hallam will cut the degree awarding gap for the most deprived male students studying full-time from 16.7pp to below 7.0pp by 2028/29.

Intervention strategies and expected outcomes

Intervention strategy 1: Educational ecosystem and raising attainment in schools

Objectives and targets

- Strategic aims 1a, 1b, 1c, 1d, 2a, 2b, 2c
- Objective 4.a: South Yorkshire Children's University will increase the proportion of all South Yorkshire school age children and young people that it engages with from 15% to 35% by 2028/29.
- Objective 4.b: Sheffield Hallam will increase the proportion of white males who are eligible for free school meals from 10.8% to 16% by 2028/29.

Risks to equality of opportunity

The primary risk to young people in South Yorkshire is that they are likely be disadvantaged due to existing economic, social, and educational inequalities which are unevenly distributed throughout the country. This is expressed through the following risks in the EORR: risk 1: knowledge and skills, risk 2: Information and guidance, risk 3: perception of higher education.

1.1. The Meadows Nursery and Early Years Community Research Centre

The Meadows is a community-based demonstrator site in Shirecliffe, a deprived area of Sheffield, which opened in 2021. It offers nursery places for children aged 2-3, targeted at low-income families. The Nursery is a partnership between Sheffield Hallam, Save the Children UK, Sheffield City Council, Sheffield Children's Hospital Trust, and the local community. The nursery uses trauma-informed practice to create a safe and trusted space and includes knowledge applied opportunities for students from a range of disciplines.[5] Key features include:

- Pre-start home visits.
- Half-termly reflective circles to build critical self-reflection skills and support professional identity.
- Working with third sector to meet immediate needs of child and family e.g. food / fuel poverty, no space to sleep, no car seat.
- Weekly breakfast club. Co-designed and self-run by parents.
- Weekly support group for children with special educational needs and disabilities (SEND) and parents.
- Attended by other professionals /services to provide information & advice.
- Termly mapping of child and family relationship (relationship mapping), with a professional discussion about child development and family wellbeing.

- Training courses and information for parents e.g. on weaning, toilet training, nutrition, behaviour, dental care, StartWell, Knowledge to Nurture, Home Learning.
- Training for parents as community champions and community researchers.
- Community events and trips e.g. camping overnight, to the seaside.

Inputs

- Department for Education capital funding. Funding from Sheffield Hallam Research and Innovation Fund (SHRIF), Sheffield Institute for Policy Studies (SIPS), Shine, Doncaster Council, Sheffield City Council, South Yorkshire Violence Reduction Unit (SYVRU).
- Trauma informed practice.
- Staff time, including time for pre-start visit.
- Researcher time.

Outcomes

Short-term	**Medium-term**	**Long-term**
Practitioners understand child's learning, safety, health, and wellbeing, family, and community context.	Improved confidence leading to training, volunteering and work (parents).	Parental voice influences design of support and wider policy development.
Practitioners with critical reflection skills.	Strong, sustaining relationships for children, parents and practitioners.	Improved mental health of children and parents.
Early referral for children with SEND.	Reduced social isolation. Improved community connections and parent wellbeing.	Improved educational and health outcomes for children.
Peer support for parents.		Reduced health inequalities.
Support in the home-learning environment (HLE).		
More join up between education, health, social care services.		

Cross Intervention strategy: Educational ecosystem and attainment in schools, The most deprived white males.

1.2 Regional Enrichment Collaboration: South Yorkshire Children's University (SY CU)

Collaborative investment will be made with the University of Sheffield to increase provision across all four South Yorkshire local authorities and to understand the impact of enrichment activity working with Children's Universities across the region through the establishment of 'South Yorkshire Children's University.'

Target participants range from KS1-KS2 across the whole South Yorkshire Region, with around 26,000 learners (Sheffield 10k, Rotherham 5k, Doncaster 8k, Barnsley 3k). Activity in three of the four sub-regions, mapped to the Skills Builder Framework, is established. Barnsley is a new centre established through the collaborative support provided by SY CU.

New elements facilitated by partnership funding include a regional approach to understanding the impact of enrichment activity participation on attendance, attainment, skills literacy, and career aspiration, currently being piloted in one area. Additional new elements include cross regional initiatives such as 'project in a box' to bring CU activity to learners who would otherwise not have access and the sharing of good practice between CU Centres across the region. Target participants are learners in KS1-3, engaged via their school, working in partnership with CU and or via engagement with parents and carers.

Inputs

- Collaborative funding matched by the University of Sheffield used to fund secondment of colleagues from Sheffield CU to drive the partnership activity.
- Development of new initiatives and geographical expansion.
- Education Endowment Fund (EEF) <u>research</u> from national efficacy trial.
- Partnership director time for strategic direction and impact evaluation focus including ethical approval, evaluation planning.
- Baseline surveys for learners new to CU Activity.
- Local Authority attendance and attainment data – matched with CU participation data and the baseline surveys above – repeated annually to understand impact.

Outcomes

Short-term	**Medium-term**	**Long-term**
Participants have access to encouraging extra/co-curricular activities.	Participants and their supporters are more engaged and are developing career aspirations which include progression to HE.	Participants have greater skills literacy, aspirations to apply to HE, increased school attendance, and increased academic attainment.

1.3   Regional Collaboration (Higher Education Progression Partnership) Multiple Intervention Programme

Utilise long term collaborative partnership investment with the University of Sheffield to deliver sustained, multiple intervention outreach focusing on knowledge of higher education, academic confidence and fit and belonging, aimed at learners in school years 8-10. Ten schools selected utilising a 5-year average of Free School Meals need, with around 1,000 learners. The partnership with the University of Sheffield is historic. This specific initiative was introduced in 2023/24 following a successful pilot.

Inputs

- Collaborative funding matched by the University of Sheffield for historic outreach organisation 'The HE Progression Partnership' (Hepp).
- Research informed theory of change.
- Sustained programme of face-to-face activity delivered in centres of learning. Three interventions per year for three years.
- Data sharing agreement with schools.
- Learner data for Higher Education Access Tracker (HEAT) to understand impact when matched with HESA destination data.
- Baseline and annual learner surveys to understand impact on self-perception of knowledge of higher education, academic confidence and fit and belonging.

Outcomes

Short-term	**Medium-term**
Increase participants' knowledge of HE – choices and pathways available; costs and benefits of HE; student finance & support.	Increase participants' academic confidence – supporting 'soft skills' such as academic attainment, resilience, inspiration, and motivation to achieve.
Address misconceptions around participants' fit and belonging within higher education – showing students the value of HE, connecting them with positive role models and addressing concerns that HE is not 'for them'.	

Cross Intervention strategy: The most deprived white male students

1.4 Post 16 SHU Transform Multiple Intervention Programme

A new programme for 2023-24 working with around 90 students over two years to build knowledge and confidence in, five key subject areas (Law, Psychology, Health, Computing and Business & Finance) alongside experiences, information, and skills development in support of progression to HE. Participants will also be offered membership of our access pathways (SHU Progress, Access Hallam, Black British Entrant Scheme) as applicable.

Target groups include young carers, looked after young people, disabled students, ethnically minoritised students, those with free school meals and first in their family to attend university. These groups make up 68% of the programme's participants. The programme supports participants with their post 16 attainment by:

- developing confidence in preparing for HE study.
- developing a sense of belonging in HE to help decide if university is right for them.
- gaining an understanding of HE teaching and learning, the subjects available and how the HE experience at university level differs to school and college.
- supporting A level/BTEC attainment through development of HE subject content.
- increasing understanding and confidence around university transition, and
- supporting skill development/literacy.

The students on this programme are also eligible for SHU Progress, which provides 1-1, tailored support through a named advisor to support applications, interviews and transition to HE.

Inputs

- Sustained programme of subject and skills-based activity. 5 sessions over two academic cycles.
- Academic and Professional services staff time for delivery, reporting and evaluation.
- Activity Officer (student ambassador) support selected, trained, and paid with representation of "possible future selves" at the forefront.
- Paper and web-based resources
- Participant take-up and engagement, including school staff support.
- Learner data for Higher Education Access Tracker (HEAT) to understand impact when matched with HESA destination data.
- Mapped to the Skills Builder Framework
- Theory of Change and evaluation plan

Outcomes

Short-term	**Medium/long-term**
Increased sense of belonging and affinity with Sheffield Hallam: addressing misconceptions around participants' fit and belonging within higher education.	Improved student confidence in decision making.
Greater awareness of course offer, facilities and university offer.	Improve student confidence in skills aligned to successful outcomes in HE
Increased skills development/literacy to increase in participants' academic confidence.	Increased applications and enrolments to SHU (or alternative HEI – we will track both) in these 5 subject areas.
Greater awareness of own goals and progress.	
Knowledge of where to access further support.	
SHU staff have greater awareness of student needs.	
Increased understanding and confidence in university transition: showing students the value of HE, connecting them with positive role models.	

Cross Intervention strategy: The most deprived white males progressing to HE.

Total cost of activities and evaluation for intervention strategy: £1,313,727

Summary of evidence base and rationale – Please see annex B for more information.

Evaluation

Activity	Outcomes	Method(s) of evaluation	Summary of publication plan
1.1 Nursery	Annual report	Type 2 empirical	Annual report published in institutional evaluation repository
1.2 Children's University	Regional Annual Report	Type 2 empirical	Annual report shared regionally and on institutional evaluation repository
1.3 Hepp – Multiple Intervention Programme	Regional Annual Report	Type 2 empirical	Annual report shared regionally and on institutional evaluation repository
1.4 Post 16 SHU Transform Multiple Intervention Programme	Pilot evaluation report, including learnings around student needs and target groups take-up	Student qualitative feedback and case studies. Monitoring student. attendance/engagement. Parent/teacher/staff feedback. Monitoring of applications and enrolments.	Initial pilot evaluation in 2025 in institutional evaluation repository

Intervention strategy 2: Outcomes for Black students

Objectives and targets

Strategic aims 3a, 3b, 3c, 3d.

Objective 4.d: Sheffield Hallam will reduce the completion gap for Black students studying full-time from 10.8pp to below 2.0pp by 2028/29.

Objective 4.f: Sheffield Hallam will work to eliminate the degree awarding gap for Black students studying full-time, reducing it from 21.2pp to below 10.0pp by 2028/29 and working to close it entirely as soon as possible.

Risks to equality of opportunity

Insufficient academic support. Cost pressures. Mental Health. Ongoing impacts of coronavirus.

2. 1 Course review and curriculum redesign

A whole-university portfolio review and redesign to embed inclusive learning, teaching and employability in all courses has taken place over the last two years, with revised courses to commence from September 2024. This is designed to target all student groups (including APP target groups). Courses and curricula have been redesigned referencing an institution-wide set of inclusive principles and our Learning, Teaching and Assessment (LTA) Framework. Each department has ensured that curricula are responsive to the profile and needs of students. This is a new intervention since the last APP.

Outputs

- Staff time to lead, redesign and support the implementation of required changes across academic units, in quality enhancement and in academic development teams.
- Data on student profiles.

Outcomes

- A full suite of redesigned courses and modules informed by inclusive learning principles building on existing practice.
- Students with mental health and learning difficulties better supported to engage with and complete their course.
- Ethnically minoritised students feel better able to engage with their studies and outcomes improve.

Cross Intervention strategy: Student mental health, deprived white males, degree awarding gaps.

2.2 #decolHallam Collaborate Project

The #decolHallam Collaborative Project brings together staff from a range of subjects to share thinking, learning and good practice in the decolonisation of the curriculum and other approaches to increase the inclusivity of curriculum for a diverse student population, foregrounding non-European perspectives, knowledge systems and teaching approaches. The project is designed to support academic departments and subject areas to evaluate, reframe and rebuild their courses and curricula.

The project is designed to support all student groups, but it has a particular focus on ethnically minoritised students, who are more likely to feel that subject content and resources do not reflect their interests and experiences. There are 53 members of staff in the #decolHallam network from across the whole university, an existing, collaborative project which can involve speakers, participants and resources from other institutions.

Inputs

- Academic development (ADI) staff time to lead the project, create resources and support work with departments.
- Academic staff time to engage with project and make necessary changes to curriculum and practice.

Outcomes

- Decolonisation practices /actions embedded in a series of departments on a rolling basis.
- Staff develop and share their inclusive teaching, curriculum, and assessment practices.
- Ethnically minoritised students increasingly feel their courses are inclusive. This in turn is likely to increase their sense of belonging to and within the university, their department and course, contributing to improved academic outcomes for ethnically minoritised students.

Cross Intervention strategy: Student mental health

2.3 Student-led and informed inclusive teaching practice

An inclusive curriculum and student experience depends on student agency and involvement to ensure our institutional and departmental cultures reflect the needs, experiences, and expectations of our diverse student population.

The university has built on its strong practice and reputation for student engagement and co-creation through two programmes of activity, specifically focusing on increasing the inclusivity of departmental culture and curriculum content.

1. Minoritised student groups. We are rolling out minoritised student groups across a range of departments. We know from research evidence that ethnically minoritised students, as a result of structural or institutional disadvantage, can benefit from i) the opportunity to meet collectively and make decisions about practices, policies and structures, ii) feel validated or recognised by the institution, iii) access to the networks and relationships required to build the social and cultural capital HE currently requires for success, iv) the opportunity to utilise their agency in tackling racial inequalities and/or v) an equal opportunity to develop relevant skills (e.g. communication, leadership) that enables them to assume this agency.

The departmental minoritised student groups tackle these issues by providing a safe space for students to meet and discuss their HE experience with their peers and provide guidance to their

department about how to increase inclusivity, invite guest speakers to share their experiences, and to have a dedicated space where they can feel that they belong.

2. Inclusive Curriculum Consultants. Some departments employ students as paid inclusive curriculum consultants to work alongside academic staff to review the curriculum, teaching and assessment approaches and draw on their lived experience to increase the inclusivity of the course or to co-create new approaches. This is an approach we will continue in the future to ensure students can influence key enhancements.

Inputs

- Staff time to support departments who wish to implement this intervention.
- Students willing to engage with these activities.
- Payment for student inclusive curriculum consultants and to support minoritised student groups (e.g. room hire, refreshments etc).

Outcomes

- Increasingly inclusive courses for ethnically minoritised students and wider diversity groups.
- Departmental culture becomes increasingly inclusive because of student input and contribution.
- Students develop a greater sense of belonging within the institution and experience their departmental culture as inclusive.
- Increased inclusivity encourages engagement. There is some evidence that increased engagement and feelings of inclusion support improved academic outcomes.

Cross Intervention strategy: Inclusive learning and teaching supports student mental health (Student Wellbeing Strategy). Disadvantaged white males' intervention strategy.

2.4. Staff CPD - Equity Accomplice Programme

The Equity Accomplice Programme is a professional development course delivered flexibly and inclusively to suit a range of contexts by the Academic Development and Inclusion team. The aspiration is that all student-facing staff will engage with the programme. It consists of a series of sessions which explore key concepts and behaviours in relation to becoming an anti-racist university such as the history of race science, key concepts in racial literacy, race-related language, identifying and calling out racist behaviour and micro-aggressions and what it means to be anti-racist. The programme enables staff to view their practices, and those of the institution, through an anti-racist lens, thus empowering them to enact change within the organisation.

The presence of more racially literate staff across the university will contribute to increasingly inclusive institutional and departmental cultures. This will enable ethnically minoritised students to experience improved feelings of belonging and face less disadvantage.

The aspiration is that this course will be rolled out to all staff across the university. Over 500 staff have already completed the course. This is an already existing and an institution-specific activity.

Inputs

- Staff time to lead on, and continue to develop, the training. Specialist supervision for the staff teaching the sessions.
- Staff time for administration, e.g. taking bookings, collating evaluation results.
- Academic and professional service staff time to participate in the programme.
- Senior Leadership Group time to participate in the programme.

Outcomes

- Increasing number of student-facing staff educated in anti-racist approaches and concepts.
- Increasingly inclusive courses and departmental culture for ethnically minoritised students
- Increased inclusivity encourages engagement and therefore improves outcomes for ethnically minoritised students.

- Staff feel empowered to talk to students about racism and race (NUS/UUK 2019 #Closingthegap Report showed that these conversations need to happen for the ethnicity awarding gap to close).

Cross Intervention strategy: Student mental health via inclusive culture

2.5. Hallam Equity, Equality, Diversity, and Inclusion mini modules for students

Many students join the university without the experience or skills to navigate and contribute to an inclusive and anti-racist institutional culture. This potentially limits their contribution to a positive inclusive culture and could result in counter-productive behaviours or attitudes. We provide a suite of zero-credit modules for students, which offers training in identifying micro-aggressions and racism, adopting anti-racist behaviours and being an effective ally. The aim is to increase student understanding of equality, diversity and inclusion issues and encourage positive inclusive and anti-racist behaviours in the student community, to increase the inclusive nature of institutional culture and improve the experience of ethnically marginalised students.

The mini modules are available to all students. The broader impact of the modules on institutional culture and student experience is intended specifically for ethnically minoritised students. The pilot project has been delivered with c. 9,000 students, but from September 2024 will be available to all students. The full roll out of the modules is a new activity, following a 2023-24 pilot. It is an institution specific intervention.

Inputs

Academic and Infrastructure staff time to develop modules and make available on Virtual Learning Environment (VLE).

Student time to engage with modules.

Academic staff time to raise awareness and encourage students to engage or integrate into modules.

Outcomes

- Students engage in learning about inclusive cultures early in their course.
- Students actively contribute to an increasingly inclusive and anti-racist culture.
- Increasingly inclusive courses for ethnically minoritised students.
- Increased inclusivity encourages increase sense of belonging, engagement and therefore outcomes for ethnically minoritised students.

Cross intervention strategy: Student mental health via inclusive culture, Disadvantaged males.

2.6. Black British Entrant scheme

Black British applicants are less likely to receive an offer to study than their white counterparts. The university also underrecruits Black British students compared to the sector (6% of students at Hallam, compared to 10.5% in the sector in 2023). The APP target for the end of 2023-24 was 6% and has been met (in 2021-22), but we will continue to work to increase numbers of Black British students at the University. It is essential that any increase in applications and conversion to enrolment is accompanied by ongoing improvements in student success outcomes. We will continue to develop this work alongside the "Narrowing the Gap" work to eradicate the completion and degree awarding gaps for Black students.

As well as co-creating, delivering, and evaluating access interventions in partnership with Black British applicants and current students, we are focused on working with colleagues across the university and our regional partners to develop a shared knowledge base, a pathway through interventions, and evaluative approaches across the pre-entry landscape (at all ages). This includes work across the national Uni Connect programme (HeppSY) and our Outreach delivery partnership with The University of Sheffield (Hepp).

This is an existing but developing activity. Delivery began with a pilot cohort in 2022-23.

Inputs

- Literature review and ongoing evidence-base development.

- Evidence and data informed Theory of Change, Intervention and Evaluation Plans.
- Student Recruitment and Access Development team staff resource.
- Black British applicants, Y12s and Y13s as participants and co-creators.
- Current Student Minoritised Student Ambassadors/Mentors (time, co-creation, lived experience-, training, mentoring paid roles).
- Relationship building and communications with prospective students, schools, and other partners.
- Staff resource for integrated pathway through pre-entry provision.
- Activity resources, events, specialist lectures.
- Access to Subject based learning communities at Hallam.
- Recruitment and pre-entry staff Equality Accomplice engagement plan – bespoke (due to start in 2024-25 cycle) across Student Recruitment Admissions Department.

Outcomes

- Growing participant cohort year on year (capacity of 50 for mentoring element).
- Increased awareness of the programme through schools, colleges, and other supportive networks.
- Increased affinity and sense of belonging at university. Increased numbers of Black British entrants (BBE) on BBE Programme, SHU Progress, Access Hallam pathway, and holding Contextual Offers.
- Increased numbers of Black British applicants receiving offers from Sheffield Hallam.
- A bank of resources for the BBE programme and sharing what works across the institution (in support of later student outcome targets) and sector.
- Sense of belonging - improved continuation and engagement with year 1.
- Increasing numbers of participants take up paid student ambassador/mentor roles.
- Increased cultural awareness, knowledge and facilitated anti-racist reflection and planning, leading to increased anti-racist action in policy and delivery of pre-entry workforce, and a more diverse staff population in Sheffield Hallam community.

Cross intervention strategy: Educational ecosystem and school attainment.

2.7. Scholarship and Bursaries and wrap-around support signposting

More of our students than ever before are in paid work. We want to minimise the amount of paid work our students need to undertake, so that they can fully engage with their studies. Our bursary support specifically targets students who are either most likely to need to work, or most likely to not be able to work. We do this by co-developing our list of 'priority groups' with students and then assigning different weightings to each group. This allows us to create a highly tailored package of financial support meeting the needs of the individual student who receives it.

Target student groups are Care leavers, Students who are estranged from their family, Students with caring responsibilities, Students who have refugee status, Transgender students, inclusive of non-binary genders, Student parents, Students with a disability, Final year students, Student from minority ethnic backgrounds, Students studying a high-cost course.

Inputs

- Financial investment in funding for scholarships and bursaries.
- Staff time to manage bursaries allocation and provide signposting to other forms of student support.
- SHU progress applicant support scheme with additional support and a name contact, signposting to available support at an early stage.

Outcomes

- Earlier access of support, smoother transition onto course, increased engagement and confidence.

- Financial support delivered at the right time reduces student financial stress, makes it possible to engage in extra-curricular activity, or reduces paid workload and potentially reduces mental ill-health and anxiety.
- Reduction of financial concerns increases students' potential to engage with and complete their studies. Increased well-being and less reliance on central student support provision, making it more accessible to students with other forms of mental ill-health.

Cross intervention strategy: Financial support and interventions to reduce financial and other forms of stress, as well as increasing recipient sense of mattering to the university will also benefit ethnically minoritised and disadvantaged male target student groups.

Total cost of activities and evaluation for intervention strategy: £3,502,760

Summary of evidence base and rationale

The development of this intervention strategy has been informed by sector developments. Cousins and Cureton (2012) created a core typology for thinking about awarding gaps (and specifically those that appear in the context of ethnicity). They focused on student relationships (with their peers, staff and their institution), pedagogy, psycho-social factors and cultural and social capital. Mountford-Zimdars et al. (2015) replicated and elaborated on this model:

- Curricula and learning including teaching and assessment practices.
- Relationships between staff and students and among students.
- Social, cultural and economic capital: Recurring differences in how students experience HE, how they network and how they draw on external support were noted.
- Psycho-social and identity factors.

Similarly, the NUS/UUK Closing the Gap report emphasised:

- strong leadership
- conversations about race and culture
- racially diverse and inclusive environments
- evidence and analysis, and
- understanding 'what works'

See Annex 2 for more detail.

Evaluation

Activity	Outcomes	Method(s) of evaluation	Summary of publication plan
1. Course review and curriculum redesign	Redesigned courses and modules. Ethnically minoritised students feel better able to engage with their studies and outcomes improve.	Type 2 (Empirical) - Inclusive institutional culture evaluation Student inclusive curriculum feedback Staff feedback Annual monitoring process	Interim results published in 2025 SHU evaluation and evidence journal. Final outcomes published as a separate report in 2026

2. #decol Hallam Project	Embedded practices. Increasingly inclusive courses. Increased student outcomes. Improved outcomes.	Type 2 (Empirical) - Comparative case study* approach to assess impact in different departmental contexts. Student inclusive curriculum feedback Staff implementation self-reflection Staff feedback Monitoring of student outcomes and attainment gaps. *TASO small n method	Comparative case studies published on SHU website 2025-6 Overview of findings published in SHU evaluation and evidence journal 2026
3. Student - led and informed practice	Increased sense of belonging for target students, student confidence they have a safe space. Increasingly inclusive courses and departmental cultures. Increased student outcomes. Improved outcomes.	Type 2 (Empirical) - Comparative case study approach to assess the impact in different department contexts. Student inclusive curriculum feedback. Staff feedback Monitoring student outcomes /attainment gaps	Comparative case studies published on SHU website 2026\27. Overview of findings published in SHU evaluation and evidence journal 2027.
4. Staff CPD - Equity Accomplice Scheme	Increasing number of student-facing staff -trained in anti-racist and allyship approaches. Increasingly inclusive courses Improved engagement and therefore outcomes.	Type 2 (Empirical) - Inclusive institutional culture evaluation Student inclusive curriculum feedback Staff feedback Monitoring student outcomes /attainment gaps	Case study and initial evaluation published in 2025 SHU evidence and evaluation journal
5. Mini modules for students	Students learn about inclusive cultures early on course and actively contribute to increasingly inclusive culture Increasingly inclusive courses Increased engagement and outcomes.	Type 2 (Empirical) – Student feedback Inclusive institutional culture evaluation Monitoring - take up by and student engagement by department	Pilot evaluation already conducted.

6. Black British Entrant scheme	Increased affinity and sense of belonging with Sheffield Hallam. Increased numbers of BB entrants on BBE programme; and on other access pathways where appropriate. Increased number of BBE making applications and receiving offers from Sheffield Hallam. Increased conversion offers to accept and enrol. A growing body of resources and evidence to share. Sense of belonging: improved continuation to, and engagement with, Year 1. Pre-entry and recruitment staff base with knowledge and expertise to enact anti-racist action across policy development and delivery. Increased diversity in Sheffield Hallam pre-entry/recruitment staff population and community.	Type 2 (Empirical) - Student feedback Monitoring of different measures, including tracking of applications through to enrolments Comparative case studies (TASO n small numbers methodology for first cohort) Student ambassador feedback and monitoring of number that return as ex-participants. Staff and school feedback Recruitment and Pre-entry EDI best practise in recruitment planning documentation to be produced.	Comparative case studies published on SHU website 2025-6 Overview of findings published in SHU evaluation and evidence journal 2026 Internal planning documents ready for use for 2025-26
7. Financial support	Reduced student stress. Increase engagement in academic and extra-curricular activities. Increased student belonging. Increased wellbeing. Increased completion rates.	Type 2 (Empirical) – Contribution analysis and Most Significant Approach to understand how students experience the support and if it relates to academic experience.	Academic paper and report for evaluation repository in 2025-6

Intervention strategy 3: Student mental health

Objectives and targets

Strategic aims 3a, 3b, 3c, 3d

Objective 4.e: Sheffield Hallam will reduce the completion gap for disabled students relating to their mental health studying full-time from 4.6pp to below 1.0pp by 2028/29.

Risks to equality of opportunity

Risk 8: Mental health.

Related risks to equality of opportunity

Risk 9: Ongoing impacts of coronavirus, Risk 10: cost pressures

3.1   A reasonable adjustments and inclusive practice policy, baseline inclusivity measures and associated staff development

Students have different experiences of requesting reasonable adjustments, particularly in terms of mental health. The process of requesting and implementing a learning support plan requires students to assume a degree of proactivity and agency and for staff to implement a range of supportive measures. By identifying core inclusive measures, which also benefit all students, we are refining the process and ensuring that we can concentrate resources on the measures that make the difference for individual students. The inclusive practice policy and baseline measures set out the specific policies which underpin the inclusive practice elements of the Teaching, Learning and Assessment framework with staff development, including through a new academic induction framework, a core enabler. As the different baseline measures roll out, all courses will provide the following support to all students:

- Live, taught sessions should be recorded and available to students in line with the Code of Practice.
- Exams will have 25% additional time for all students.
- Information written in Plain English.
- Teaching materials will be accessible.
- Course and teaching materials will be available in advance.

While all students will benefit from courses that are more inclusive, the target groups here are students with disabilities requiring a learning plan, and particularly those with mental health conditions and ill-health. Some of the baseline inclusive measures are already in place, while others are in the process of being implemented. This is an institution specific intervention.

We have also put in place a clear and consistent reasonable adjustments policy and process for supporting students. Alongside this we are developing an inclusive teaching policy to provide clear and consistent guidance for teaching staff and course leaders to ensure that courses and modules are designed and delivered with best practice, with accompanying resources.

Inputs

- Staff time to develop and implement baseline measures and policies.
- Academic staff time to respond to and implement changes required by the new measures.
- Staff time to develop resources and deliver staff training.
- Academic staff time to participate in training.

Outcomes

- Baseline inclusive measures that improve the experience for all students. By reducing the generic requirements, this creates the space for increased responsivity to individual requirements.
- Better and more responsive experience for students requiring reasonable adjustments, particularly for students will mental health conditions / ill-health and more inclusivity for all students; reduction of stress for students
- New policies governing the implementation of reasonable adjustments, and inclusive practice.
  Changes in Learning, Teaching and Assessment implementation to support students who require reasonable adjustments and could benefit from inclusive practice.
- Staff training plan and resources.
- Staff sufficiently trained to effectively implement required changes.
- Students with mental ill-health or conditions and disabled students are effectively supported and facilitated to achieve their full potential, through accessing relevant reasonable adjustments and experiencing inclusive learning, teaching and assessment.
- More generic inclusive practice supports outcomes for all student groups including ethnically minoritised and disadvantaged males covered in the other two strands.

Target student groups: All students with a disability and particularly those with mental health conditions or mental ill-health.

This is in development and will be a new activity for this APP. This is an institution-specific intervention.

Cross intervention strategy: Support for inclusive learning and teaching - supports minoritised students and disadvantaged male intervention strands.

3.2 Hallam wellbeing mini modules for students

Many students join the university without having had the opportunity to develop the skills and experience required to manage their lifestyle and their mental health in a HE setting. They may also not have had the opportunity to develop their knowledge and expectations about the kinds of demands that university life, and/or the need to balance study with paid work or caring responsibilities will put upon them. We have introduced a range of non-credit bearing modules on wellbeing for students which were designed in close consultation with student advisors. The modules cover:

- 5 Ways to Wellbeing
- Enhancing Motivation
- Stress Management
- Overcoming Perfectionism and Procrastination
- Student finance

Target student groups: All students, but particularly those with mental health conditions or ill-health. The intervention is also preventative: by engaging students early in their student journey, we aim to help them avoid reaching a point of crisis. This is new for 2024-25 having been piloted in 2023-24. The mini modules are a whole institution collaboration between staff and students.

Inputs

- Staff time to develop modules, make available on VLE and raise awareness with students
- Student time to engage with modules.
- Infrastructure: Staff support to embed in the VLE.

Outcomes

- Students supported with advice and guidance in managing their own wellbeing and adopting positive behaviours.
- Students proactively manage their own mental health and wellbeing.
- Reduces demand on support services, freeing up support for students who can't self-manage.

Cross intervention strategy: Benefits all students through increased proactive wellbeing.

3.3 Study Well, Stay Well

Students who have mental health conditions or mental ill-health can struggle to engage with their academic studies. There is evidence of a vicious cycle in which poor mental health and lack of academic engagement feedback into each other, creating a negative downwards spiral. In response we have introduced Study Well, Stay Well, a three-track approach to supporting students in accessing integrated academic and wellbeing support. This includes:

- A diagnostic platform for students to identify sources of support.
- Menu of online opportunities which supports students with developing relevant academic skills and learning wellbeing techniques and approaches.
- Weekly sessions that cover a range of academic support and wellbeing topics (often combined).

The intervention targets all students, but particularly those with mental health conditions or ill-health which is negatively impacting on their academic engagement.

This is an existing activity, and we are currently reviewing student engagement data and impact after a year of operation. This is an institution-specific intervention.

Inputs

- Staff time to develop and implement the overall programme, including training and resources

- Student time and capacity to engage with diagnostic tool and the workshop sessions.
- A diagnostic tool to enable students to assess their own needs and requirements.
- A menu of skills development opportunities to develop their academic skills.
- Weekly sessions that combine academic and wellbeing skills development.

Outcomes
- Students increasing their academic skills and preparation.
- Reduction in academic stress and related anxiety / pressures.
- Better mental health and academic outcomes for students.
- Students able to proactively identify and access the support they need
- Better outcomes for students
- Reduced demand on central support services.

Cross intervention strategy: More generic inclusive practice supports outcomes for all student groups including ethnically minoritised and disadvantaged males covered in the other two strands.

3.4 Scholarship and Bursaries and wrap-around signposting

Please refer to 2.8, this time targeted towards disabled students with a mental health condition.

3.5. Social prescribing

Social prescribing is a holistic, non-clinical and person-centred approach to health and wellbeing which connects people to activities, groups and services in their community to meet their practical, social and emotional needs. It can tackle health inequalities by addressing social determinants and broader wellbeing for marginalised, disadvantaged, or vulnerable people. Student social connect is a peer-to-peer social prescribing programme, with student staff connectors working with students to co-create wellbeing plans, for up to 6 weeks to support them with wellbeing issues such as loneliness and low-level anxiety and depression. It was piloted in 2023/24. Offered to all students, but participants in the pilot included commuters, mature students, young carers, neurodivergent students, those with long term health conditions, minoritised ethnicity students, Muslim students and LGBTQ+ students.

Inputs
- Staff time from the SU to develop and implement the programme.
- Staff time from the Wellbeing team.
- Funding for connector roles, and expenses.
- Support from partner external organisations.

Outcomes
- Students are linked with identified connectors to engage with new activities, gain experience and upskill themselves.
- Engaging with a range of social and external activities reduces stress and loneliness increasing student well-being.

Cross intervention strategy: Participation in the social prescribing intervention increases a sense of belonging for all participating groups, including ethnically minoritised students and disadvantaged males. The knock-on effect on their well-being and engagement will positively impact on relevant intervention strands.

3.6 Access Hallam Summer Preparation (Access Hallam Pathway)

We will continue to develop support for applicants from under-represented backgrounds with a focus on successful transition to HE learning cultivating "a good start", creating sense of belonging, improving likelihood of future help seeking behaviours and minimising potential gaps in support over the summer period. We have developed additional tailored activities and will pilot earlier access to established transition and induction activities as follows.

Skills Check: This is an online tool that enables applicants to reflect on their existing academic skills and identify areas for growth. They will also receive personalised recommendations and resources to develop their skills over the summer.

Preparation Module: A set of three learning modules to help applicants have a good start at university, with topics covering a wide range of areas, such as understanding stress, leading a healthy lifestyle and how to manage money. These modules have been designed to better equip students for university life. The modules are:

- Wellbeing
- Looking after yourself
- Life skills
- Money and Finance skills
- Guidance to help with finances and learn to make wise money decisions
- Blackbullion – money skills and budgeting

Reflection tool and pre-arrival questionnaire: There are two parts to this activity. The first part is a reflection tool to give applicants a space to pause, investigate their thinking and help them articulate what they're wanting to gain from their studies. The second part is an opportunity to get ahead in connecting with their academic advisor, one of the 3 primary members of on-course support.

Support Services Guide: This is an overview of all the different support services we have at Sheffield Hallam University, and how a student would use these when starting at Hallam.

The first cohort pilot was in 2023-24, with new elements added for 2024-25, developed with support from Student Academic Support teams for evidence base, delivery and continuity.

Target Groups are Care Experienced/Care Leavers, Estranged students, Caring responsibilities, Significant extenuating circumstances, homeless/at risk of homelessness, a refugee/asylum seeking background, from a Black British background, Students with disabilities, mature, service child/veteran, free school meals/financial difficulties or unable to move away from home area.

Inputs

- Underpinned by an evidence-based Theory of Change and evaluation plan.
- Student Recruitment and Access Development staff time and resource.
- Access to Blackbullion licence.
- Student Ambassador resource.
- Specialist team resource (Student Success and Engagement, Academic Support, Skills Team).
- Programme communications and marketing plan for uptake of offer.
- Participant engagement.
- Document/event/resource hosting facilities (on and off-line).
- Admissions Systems – identifying eligible participants.
- SHU Progress programme support (for non-admissions flagged eligible participants).

Outcomes (Short/Medium): Students

- Know how to access further support.
- Report a sense of feeling prepared /expectations meeting reality.
- Develop a better connection to student support advisor.
- Experience increased affinity with SHU – somewhere they can see themselves.
- Feel prepared for university with increased confidence.
- Develop skills required for course, study and learning at university.
- Experience a smooth transition from pre-enrolment to on course support.
- Have increased engagement with on course support.

Outcomes (Medium/Long)

- Increased accepts to enrol conversion.
- Students understand their own needs better.

- Increased levels of continuation
- Students perform equally or better than the general cohort in degree outcomes

Total cost of activities and evaluation for intervention strategy: £1,709,289

Summary of evidence base and rationale: Please see annex B for more information.

Evaluation

Activity	Outcomes	Method(s) of evaluation	Summary of publication plan
1. A reasonable adjustments and inclusive practice policy and associated staff development	All courses and modules are guided by a clear and consistent set of policies and principles. They all adhere to a core set of inclusive measures. More clarity for staff over the implementation of relevant policies. Students have more targeted and specific learning support plans. More clarity for staff over the specific support requirements of their students.	Type 2 (Empirical) – Inclusive institutional culture evaluation. Student inclusive curriculum feedback and perception of support. Student assessment of academic stress - pre-/post-intervention. Qualitative evaluation to compile case studies of the impact of baseline inclusive measures on students with mental health conditions and ill-health. Staff feedback. As the plan progresses, we will develop action research projects with disability support practitioners.	Case study and evaluation outcomes published in 2026 via SHU website and SHU evaluation and evidence journal
2. Hallam wellbeing mini modules for students	Increased number of students registering for support at the start of their course and using self-help support. Students more confident that they have the techniques to manage their own well-being. Reduction in number of students accessing more critical support	Type 2 (Empirical) – Student feedback Student support practitioner self-reflections Monitoring - take up by and student engagement by department / cross referenced with demand for support services.	Pilot evaluation already conducted.

3. Study Well, Stay Well	Promotion of knowledge and strategies to students on how to balance mental health, wellbeing and academic studies.	Type 2 (Empirical) – Student feedback on diagnostic tool and on sessions. Rolling programme of more focused evaluations on specific activities and provision. Staff reflection Feedback from student support practitioners. Monitoring take-up and cross-referencing against student outcomes. As the plan progresses, we will develop action research projects with academic skills support practitioners.	Evaluation outcomes published in 2027 via SHU website and SHU evaluation and evidence journal
4. Scholarship and Bursaries and wrap-around signposting	Reducing financial barriers to study.	Type 2 (Empirical) – Evaluation of impact via the OfS financial support monitoring tool. Qualitative evaluation with target recipient to understand how and why (and if) financial support made a difference to their well-being. Contribution analysis of the workings of the well-being bursary. Monitoring take-up	Initial evaluation findings using the OfS monitoring tool will be kept internal. Findings from the qualitative evaluation stand will be disseminated through our SHU website and SHU evaluation and evidence journal in 2026.
5. Social prescribing	Connecting students with non-medical services and activities in their community which can benefit their mental health.	Type 2 (Empirical) – Pre-/post- evaluation of impacts on well-being, optimism for the future, social engagement and personal agency. Monitoring of take-up and cross-referencing against other relevant indicators.	Pilot evaluation currently being written by SU. Pilot 2.0 Evaluation scheduled for Summer 2025.

6. Access Hallam Summer Preparation	Additional support and early access to supportive resources and people to increase chances of "a good start".	Type 2 (Empirical) – Monitoring of take up of offer. Pre-and post-self-assessment questionnaire (perceived preparedness, vs. reality). Tracking participants likelihood to seek support on course (timely). Intervention tracker to note progress/outcomes.	Monitoring information available Winter 2024 (enrolment figures). Follow up into first semester to be designed for 2025.

Intervention strategy 4: White males from most deprived backgrounds

Objectives and targets

Strategic aims 3a, 3b, 3c, 3d,

Objective 4.b: Sheffield Hallam will increase the proportion of males who are eligible for free school meals from 10.8% to 16% by 2028/29.

Objective 4.c: Sheffield Hallam will reduce the continuation gap for the most deprived male students studying full-time from 9.6 percentage points to below 2.0pp by 2028/29.

Objective 4.g: Sheffield Hallam will cut the degree awarding gap for the most deprived male students studying full-time from 16.7pp to below 7.0pp by 2028/29.

Risks to equality of opportunity

Risk 1: Knowledge and skills, Risk 2: Information and guidance, Risk 3: perception of HE, Risk 6: Insufficient academic support, Risk 7: Insufficient personal support, Risk 10: cost pressures

Related risks to equality of opportunity

Risk 8: Mental health

4.1: Initial research and knowledge building

Given the sparse evidence base institutionally and nationally on 'what works' for this group, plus our lack of success so far in improving the outcomes of these students, we will have an initial phase of research and knowledge building that we aim to feed into the broader sector evidence base.

The target group will be white working-class males. We will collaborate across the Boys' Impact Coalition and other relevant regional organisations to develop our understanding of barriers, needs and what works. We will use this research to co-design new interventions with students from this group and incorporate existing interventions from across our pre-16 partnerships, including the HeppSY "He Can" project and the Children's University which support these aims.

Inputs

- Establishment of working group with cross-university and partner membership.
- Paid current student roles.
- Student focus groups to build knowledge and understanding (current and pre-entry).
- Staff time from across student recruitment and access development, student support services and employability.
- Investment in HeppSY and Children's University projects and staffing.
- Membership of Boys' Impact Coalition.

Outcomes

- Agreed terminology / approach to targeting students.

- A co-designed programme of support for the most deprived white males.
- Cross-university analysis of engagement with support services.
- Cross-university working group.
- Trial of different interventions (including arts or sports related).

Cross-intervention strategy: Educational ecosystem, Student mental health, Minoritised students.

4.2: Development of a programme of support for the most deprived white males

The programme will be co-designed with current students from this group and students from secondary and further education. We will seek to employ a range of inputs and expertise into the design of the programme both internal, like our Sheffield Institute of Education, and external such as teachers, families, and community organisations. From the limited research on barriers and impact we have in the sector currently, we expect the programme may include some of the following elements:

- Pre-16 breakfast clubs through Children's University.
- Provision of extra-curricular opportunities through Children's University.
- Application and interview support.
- Contextual offers.
- Review of admissions processes/practices.
- Access to SHU progress with named 1:1 contact, tailored support and advocacy, financial support, online membership area with resources.
- CPD for university staff and teachers in schools and colleges.
- Learner analytics.
- Events on campus.
- Early escalation to support.
- Role models.
- Peer mentoring.
- Academic skill support.
- Induction and transition support.

Inputs

- A co-designed programme of support tailored to the needs of the most deprived white male students.
- Student and staff time.
- Online resources.
- Student ambassadors and alumni.
- HeppSY and Children's University Partnership and other partnerships.
- Learner analytics data.

Outcomes

- Increased awareness of SHU offer.
- Increased number of applications from (and offers to) Free school meal (FSM) white males Increase likelihood of accepting an offer from SHU.
- Increased number of young white males eligible for FSM enrol at Hallam, reducing existing gaps
- Staff develop improved understanding of student experiences, needs and challenges facing young men in Sheffield and South Yorkshire.
- Students have a positive application experience and have received tailored and timely support that fosters belonging.
- Increased affinity with Hallam, confidence, and sense of belonging that university is 'a place for people like me'.
- Students feel more comfortable seeking personal and educational support.
- Students feel more motivated and confident.

- Students have an improved relationships with peers and with educators.
- Students are signposted to additional support.

Cross-intervention strategy: Educational ecosystem, Student mental health.

Total cost of activities and evaluation for intervention strategy: £131,208

Summary of evidence base and rationale – Please see annex B for more information.

Evaluation

Activity	Outcomes	Method(s) of evaluation	Summary of publication plan
4.1 Initial research and knowledge building	Agreed terminology / approach to targeting students. Recommendations for a regional approach to supporting HE progression for the most deprived white males in our region.	Type 1 (Narrative) / Type 2 (Empirical) Theory of Change development and development of a knowledge base about students and their needs As the plan progresses, we will develop action research projects with student support practitioners.	Annual updates of learning and knowledge outcomes via SHU evidence and evaluation journal
4.2: Development of a programme of support for the most deprived white males	Increased awareness of SHU offer, applications, likelihood of accepting offer. Offer making gap reduces. Increased number of young white males eligible for FSM. Staff understand student experiences, needs and challenges facing men. Increased affinity with Hallam, confidence and sense of belonging that university is 'a place for people like me'. Students feel more comfortable seeking personal and educational support. Students feel more motivated and confident. Students have an improved relationships with peers and with educators. Students signposted to additional support. Students feel better prepared.	Type 1 (Narrative) / Type 2 (Empirical) Programmes will: Be Evidence based TOC and evaluation plans. Follow "Boys Impact principles" Use co-creation methodology and holistic approach (best practise developed from BBE programme) Developed collaboratively for increased range and impact. As the plan progresses, we will develop action research projects with student support practitioners.	Boys Impact Hub – sector group

Whole provider approach

Sheffield Hallam is committed to access and participation for all, and believes that all students can and should succeed, whatever their background or experience prior to entering or during study. As a university where most students are from an under-represented or under-served group, we take a whole university approach. We are proudly a **university of place**, rooted in the heart of South Yorkshire, and with a long history of civic engagement. We want to be a beacon for what a university can do for, and with, its community. We have set out commitments in a civic university agreement, and along with the University of Sheffield, we will develop a joint Sheffield civic university agreement. We are proud to host the Civic University Network and the National Civic Impact Accelerator which bring universities together to drive place-based transformation.

The APP is strongly aligned to the University's **equity, equality, diversity, and inclusion** (EEDI) agenda. Sheffield Hallam aspires to be an inclusive community that recognises the importance of equity, stands up for equality and celebrates diversity; an open-minded place, where everyone can thrive and belong. In 2021, we introduced five Hallam Values: Ambition, Collaboration, Inclusion, Innovation, and Integrity, representing the beliefs, philosophies, and principles that we believe can transform lives. While all our values are important to us, Inclusion underpins them all. Our Learning and Teaching Framework sets out our aims for students to experience inclusive and accessible learning, teaching and assessment, and that they are supported to achieve excellent outcomes. We will continue to embed and extend existing include practice during the life of this plan.

Our EEDI Framework 2024-27 has also been developed with similar aims in mind and we plan to align EEDI related plans, monitoring and reporting with the APP. It will provide a new set of Equality Objectives through which all EEDI work, including commitments in the APP, are focused. Senior leaders will demonstrate commitments to EEDI through clear objectives, leading by example and raising the profile of EEDI within and outside of the university.

We will follow a clear plan of action whilst adapting our interventions and practice in line with emerging evaluation findings and expertise from what works, both internally, through TASO and through established links to expert practitioners and partners via NEON and NERUPI.

To supplement the Office for Students AP dashboard, we interrogate our internal data dashboard with extended coverage to more student groups such as care experienced, estranged, LGBTQ+ students and those in the military community. Our intervention impact dashboard allows comparison of demographics and differences in performance to evaluate interventions at different stages of the student lifecycle.

We will be opening a London campus in Autumn 2026 as part of the Brent Cross Town development and are aiming to have up to 3,000 students by 2030/31. We will offer undergraduate courses to meet local skills needs, as outlined in Barnet Council's skills strategy, and to provide opportunities for progression from level 3 education, particularly from FE colleges. We will offer flexible learning through multiple start dates, evening and weekend study, block delivery and hybrid provision.

We are committed to providing flexible work-based learning and working closely with employers. We host the widest portfolio of degree apprenticeship courses in the country and currently support more than 3,000-degree apprentices, working with over 700 local and national employers. Our apprentices play an important role in the regional economy, bringing new skills and industry knowledge to the local workforce.

We offer comprehensive employability support for students and graduates including a sandwich placement bursary, digital careers tools, online practice psychometric tests, video interviews, one-to-advice and a support package on enterprise start-tups, including funding information, webinars, mentoring and networking.

Accountability for the APP sits with the Pro Vice Chancellor for Learning, Teaching and Student Success (PVC LTSS), who chairs the AP Strategy and Oversight group. Membership includes the SU president and representation from all academic units and relevant professional services. The strategy

group reports up to the University Executive Board and to the Board of Governors. A delivery and practitioner group reports to the AP strategy group and provides a forum for 40+ members to surface and share good practice, knowledge, and expertise across the student lifecycle. In the period of the new APP, we will continue to ensure its aims and objectives remain at the forefront of colleagues' practice, building on existing activity. For example, in winter 2023/24, workshops took place with all academic department leadership teams to increase knowledge of progress within the current APP, the outcomes for students at department level and the nature of the current student body. We also used the workshops to understand what different departments are already doing to support different student groups and to understand the impact of their actions. Similar sessions took place with the Students Union and professional services areas and knowledge shared led to a conference entitled "Taking Stock Moving Forward: Student Inclusion, Equity, Equality, Participation and Success at Hallam" in February 2024. Diverse practices and issues across the University were shared and feedback was gained on initial objectives for the new APP including plans to reduce the degree awarding gap for ethnically minoritised students.

We continue to build on our strong history of collaboration and partnership across the lifecycle to ensure the maximum impact of our activities. Key partnerships include:

- The Higher Education Progression Partnership (Hepp) works across South Yorkshire and North Derbyshire to encourage more children, young people, and adults to consider HE opportunities, and is jointly funded by Sheffield Hallam and the University of Sheffield. HeppSY, part of the National Uni Connect Programme, is a partnership between Sheffield Hallam, the University of Sheffield, and South Yorkshire colleges and schools. Between Hepp and HeppSY, we provide impartial advice to all schools in South Yorkshire and North Derbyshire.
- Sheffield Hallam works with 13 UK partners who provide University validated courses such as Foundation Degrees, Certificates of Higher Education (Cert HE), as well as full degrees. Upon successful completion of either a Foundation Degree or a Cert HE, learners are able to 'top up' to a full honours degree at Hallam. Our partner colleges are Barnsley College, Chesterfield College, Derby College Group, DN Colleges Group – Doncaster College and North Lindsey College, Loughborough College, University Campus Oldham, RNN group – Dearne Valle College, North Notts College and Rotherham College, Sheffield College, Trafford and Stockport Colleges Group and UCEN Manchester. There are currently more than 1,500 learners studying Sheffield Hallam awards with UK partners.
- This year the University has acted as a convenor for partner FE colleges to share knowledge, explore collaboration during the development of APPs and to provide evaluative expertise.
- Sheffield Hallam is one of the partners in the South Yorkshire Institute of Technology (SYIOT) alongside Sheffield College, DN Colleges Group, Barnsley College, the University of Sheffield AMRC Training Centre and RNN group. From September 2024, SYIOT will offer HTQS in engineering, quantity surveying, construction management and health and social care.
- Sheffield Hallam is the preferred awarding partner for delivery of Higher Technical Qualifications (HTQs) for the South Yorkshire Colleges Partnership which includes Barnsley College, DN Colleges Group, RNN Group and the Sheffield College.
- Sheffield Hallam sponsors UTC Sheffield which has 2 campuses: UTC Sheffield City Centre and UTC Sheffield Olympic Legacy Park, and is a university partner, alongside University of Sheffield, for Doncaster UTC.
- NNECL is a national charity who support and empower people with care experience to thrive and achieve their full educational potential. Through our NNECL membership / Quality Mark accreditation and ongoing collaboration, we are proactively committed to improving the educational outcomes for people with care experience. This collaborative approach offers a strategic lever to addressing institutional, regional and national equality gaps and actively encourages institutions to engage with and monitor their students. Working with

NNECL directly addresses the sector-wide risks that may affect people with care experience, and their opportunities to access and succeed in higher education.

- The Sheffield Universities' Military Education Committee is a partnership with University of Sheffield and the University Service Units. It supports students in the University Service Units to acquire military and leadership skills, which contributes to their personal development and employability, and aims to ensure that participation in military activities doesn't negatively impact on their wellbeing or academic studies.

As well as through our partnerships, we contribute to the local education ecosystem through working with schools and training teachers. We're one of the country's largest providers of teacher training, supporting over 1,000 new teachers every year, and training a quarter of all teachers in Yorkshire.

Student consultation

Students are **active partners** in the design, delivery and evaluation of access and participation work, across the lifecycle. Over the lifetime of the new plan, the University will continue to increase capacity for co-creation with students, primarily through paid student roles. **Student Ambassadors** help to deliver outreach and aspiration-raising activity on-campus, in schools and colleges, and at community engagement events. **Student Researchers** co-design institutional research projects with staff into experiences of specific groups, such as:

- Assessment types and Degree Awarding Gap within Biosciences & Chemistry
- Impact of socioeconomic background on students' learning, belonging and course experiences in PE and School Sport
- Talk Club: Supporting Male Student Wellbeing through Peer Support and Community

We have an agreed set of Student Voice Principles which state:

- At Sheffield Hallam, positive student experiences depend on the quality and strength of their relationships with staff that teach and support them and with the students in their community.
- These trusting and meaningful relationships enable Sheffield Hallam to promote a community of collaboration between staff and students and are dependent on dialogue.

Our principles depend on regular, responsive, accessible, ethical, inclusive, formal and informal approaches to active dialogue with our students. The formal committees report through Student Voice Committee to Student Experience Committee and thence to Academic Board.

We have student representation at all levels of our **formal governance** structure to give the fullest opportunity for participation in decision-making. Some committees have positions for SU officers and/or student representatives. Student views are sought on the student experience and feedback is welcomed, considered and used to shape future development.

Student Experience, Teaching & Learning (SETL) created and manage the Student Voice Repository. The Repository is a dedicated MS Teams site where members of the university community submit student voice insights from a wide range of sources including survey findings, meeting notes, accommodation insights, and outcomes of partnership work and consultation with the SETL Student Research Team. The SETL Student Voice Bulletin is a monthly summary of the main submissions to the Student Voice Repository. It aims to bring greater awareness to the main themes affecting students and reduces the requirement to perform 'barometer-style' pulse surveys.

There are various groups and committees that contribute to the discussion and use of the student voice including the Student Voice Group, chaired by the Students' Union President, where university and SU colleagues come together to agree and monitor commitments to improving the student experience via the annual Student Voice Report. Other groups include the Student Communications Group and the Student Experience Committee. Equally important as our formal structures are our more informal and creative methods from hearing about student experiences.

Unique to Hallam, **Listening Rooms** are embedded as 'Business and Usual' at Sheffield Hallam University and demonstrate our commitment to being a 'listening organisation'.[6] Listening Rooms aims to capture the authentic student voice by actively listening to conversations between friends, focusing on themes such as Becoming, Belonging, Confidence, Happiness, Journey, and Success, to increase our understanding around engagement, attrition, poor attendance and low achievement.[1]] We will continue to use Listening Rooms to generate an evidence base for, and to evaluate the impact of, our APP interventions.

Student representatives were involved in the design of many of the strategic measures. Students have attended Access and Participation workshops during which they have had the opportunity to shape our targets and planned interventions. Specific workshops on the ethnicity degree awarding gap have also taken place. Student representatives attended the APP conference (see 'whole university approach for more details) and contributed to the development of the strategic aims. We also held two online workshops for student officers and students to feedback on the four themes and our proposed interventions to address these.

The **Students' Union** (SU) continues to be involved in the development of our financial support offer and supports our financial support package. Students are represented on the Student Financial Support Panel which monitors our financial support offer and considers the outcomes of evaluation of this. The President of the SU is a member of the APP Strategy and Oversight group and inputs in the monitoring, development and delivery of the plan and sits on the Board of Governors. Two SU employees are members of the Delivery and Practice group and were part of the APP writing group.

Please see Annex D for SU's response to this plan.

Overall, we found broad support for our analysis of the risk environment for students and the interventions we are planning to extend or introduce. We made specific changes during the development of the plan following student consultation:

- Across all on-course interventions, to take account of and do our best to mitigate the impact of rising costs on students.
- Introducing an intervention focused on student mental health.
- To prioritise opportunities for paid student roles across all interventions to grow student co-creation and to increase the number of students able to access paid work.
- To explore a peer support programme especially for male students.
- To explore how to increase student awareness of what support is available and how to navigate this, particularly for male students who may be less likely to access support.
- Strong support for baseline inclusion measures and social prescribing.

Evaluation

Evaluation is led and supported by a small, established, central team STEER (Student Engagement, Evaluation and Research), comprising experienced academic researchers/evaluators. The STEER team have many years of experience working both across the university and with external partners including Department for Education, Office for Students, TASO, Advance HE, the Quality Assurance Agency and other HE providers. The team also has close links with the Sheffield Institute of Education Research and Knowledge Exchange (SIERKE), drawing on their expertise or collaborating on externally funded projects.

Our most recent evaluation self-assessment (2023) indicates substantial progress since our previous exercise in 2019. Evaluation literacy and evaluative mindset are embedded across most APP-related activities. We have successfully embedded an institutional evaluation mindset and during the life of this APP we will continue to build institutional evaluation capacity by increasing our provision of accessible, scalable evaluation resources, tools and guidance. The STEER team also offer an internal

evaluation consultancy service, providing individual guidance and direction for colleagues embedding evaluation. However, there remains variation in progress across different the university, and we are considering additional and more nuanced approaches to assessing and monitoring progress.

The University will continue to enhance data capacity and capability. We will continue our shift from data-driven to data-enhanced working by continuing to develop accessible evidence and knowledge bases for the benefit of the institution and the sector.

The HE sector is facing challenging circumstances at the time of this writing. While this has not changed our overall evaluation approach, we are having to respond to reduced resource. We are seeking more opportunities for collaboration and other efficiency gains and continuing to build evaluation capacity across the university.

Our whole institution evaluation approach includes prioritising capacity-building and collaboration opportunities, institution-wide dissemination activities, and a continued emphasis on developing communities of practice.

We also prioritise student co-creation and collaboration. We have a well-developed programme of working with student researchers, with funding and support allocated to colleges to support these projects. We also have a dedicated evaluation bursary designed to support collaborative and participatory work between staff and students and further develop an evaluative mindset.

Our dominant approach to evaluation is theory informed. This involves drawing on, or compiling, an evidence base of current knowledge and building a theory of change for key interventions. The STEER team has extensive experience in developing theories of change and invented the popular ChangeBusters game to help participants build evaluative confidence and understand the theory of change principles. Where appropriate, our evaluation approach often draws on a realist-informed approach to evaluation, which considers the interaction of change mechanisms and contexts in producing change. We also have a strong qualitative research foundation, including the use of sector-leading 'listening rooms' and round table analysis approaches.

In addition, we have experience and interest in piloting and testing new and innovative evaluation methodologies, this includes approaches drawing on TASO's evaluation guidance. We take a meta-evaluation approach to consider how and why these evaluation methods contribute to APP activity evaluation and will share these findings as part of our dissemination plan.

Provision of information to students

We will provide timely and accurate information to prospective students on tuition fees and the financial support available. Prospective students will be informed of fees for each year of study and in optional sandwich placement years through dedicated fees and funding webpages and on our online prospectus. Student terms and conditions, including fees regulations are published on our website and digital learning environment, MyHallam.

The University reviews tuition fees annually and reserves the right to increase fees for academic years after the student's first year of entry, up to the maximum amount allowed by law or government policy.

All financial support schemes are promoted to current students through our website, MyHallam and during support interventions. Student Support Advisers promote schemes on a one-to-one basis and through group activities such as induction. This will be particularly important for underrepresented students. We prioritise promotion of our application-based schemes to priority groups to encourage take-up and maximise impact.

Students with a household income of less than £63k (i.e. anyone receiving more than the smallest maintenance loan from Student Finance England) are eligible to apply to the Student Success Scholarship. Awards range between £600 and £2,100 per year and the exact amount will be determined by the number of 'priority groups' a student is a member of. This will be made in a single

payment. Students can apply for financial support in each year of study, with students in their final year receiving a higher amount. The list of priority groups will be kept under regular review as data about need emerges but will always include target APP target groups. The target groups are:

- Care leavers
- Students who are estranged from their family
- Students with caring responsibilities
- Students who have refugee status
- Transgender students, inclusive of non-binary genders
- Student parents
- Students with a disability
- Final year students
- Student from minority ethnic backgrounds
- Students studying a high-cost or high-intensity course

There will be at least one application window in each semester. Payment dates are carefully managed so that students will receive their awards at approximately the mid-point between maintenance loan instalments (November and March normally).

Annex A: Further information and analysis relating to the identification and prioritisation of key risks to equality of opportunity

We have analysed the University's performance across the student lifecycle, from outreach and access to graduation and beyond, focusing on the student groups in the Office for Students dashboard and making use of internal data, for the following additional groups:

- Care-experienced students,
- Carers, including young carers,
- Students from the military community, including service children,
- Estranged students,
- Commuter students,
- Socio-economic classification groups,
- LGBTQ+ students,
- Students with different types of qualifications,
- Students who are first generation in family to attend university.

We are mindful of the Transparency condition for providers regarding the development of standard measures and Key Performance Indicators (KPIs) and as such, our assessment of performance primarily draws on the Office for Students Access and Participation dataset.[7]

We know that quantitative data alone will not provide the full picture of the experiences of our students, and the underlying differences in outcomes, but insights from data provides a starting point for the development of our plans. This analysis is based on the most recently published AP dataset.

1. Our regional context

There are stark economic, social, and educational inequalities experienced by people and communities in our region. On the economy, in South Yorkshire, there are:

- fewer people economically active: 74.5% compared to 78.8% for Great Britain.
- more people economically inactive due to long-term sickness: 35.4% compared to 27.2% for Great Britain.
- more workless households: 16.7% compared to 13.9% for Great Britain.
- fewer people in professional employment (Standard Occupational Classification, (SOC) 2020 1-3): 44.1% compared to 52.9% for Great Britain.
- more income deprived people: 16.9% of people in Barnsley, 16.8% of people in Rotherham, 16.6% of those in Doncaster and 15.6% of people in Sheffield.[8] [9]

The Social Mobility Commission has identified South Yorkshire as in the bottom 20% of regions for 'precarious situations, 'promising prospects,' and socio-cultural advantage,' and in the bottom 40% of regions for 'childhood poverty and disadvantage' and for 'research and development.'[10]

There are existing inequalities across the education ecosystem in South Yorkshire:

- Fewer pupils achieve grades 4 or above in English and Maths GCSE: ranging between 63.2% in Barnsley and 65.8% in Rotherham, below the national average (69%), with fewer people are qualified to level 4 and above: 38.4% compared to 47.3% for Great Britain.
- There is a larger gap for students eligible for free school meals achieving grades 4 and above in GCSE English and Maths: 32.9pp compared to a national gap of 27.6pp.
- There is a larger gap for students eligible for free school meals achieving two or more A levels: Doncaster's gap is 27.5pp, Rotherham's is 10.3pp, Sheffield's is 8.9pp and Barnsley's is 4.2pp compared to a national gap of 8.3pp.

These educational inequalities extend into adulthood, including in access to higher education:

- Fewer students progress to HE in Yorkshire and Humber than in other regions of the UK, 43.4% of pupils progressed to HE by age 19 in 2021/22 compared to a national average of 46.8%.

- There is also a widening gap in progression to HE between the most economically deprived students and the least: 25.7% of students who were eligible for free school meals progressed to HE in 2021/22, a gap of 17.7pp. Although the percentage of FSM students progressing has increased, this gap has widened since 2009/10 when it stood at 16.5pp.
- The national progression rate for pupils eligible for Free School Meals is 29.2%, with a 20.2pp gap compared to non-FSM eligible pupils.[11]

2. Assessment of performance: Full-time students

Unless stated otherwise, the data cited below is for all full-time undergraduate, and is taken from the OfS dataset:

2a. Access

Sheffield Hallam is a widening participation university that operates at scale and our student population is becoming increasingly diverse: 71.4% of entrants in 2021/22 are from an underrepresented or under-served student group, and are mature, from a minoritised ethnicity, disabled, and/or from a low participation area as measured by Tundra. The proportion of entrants who are from these under-represented or underserved student groups has increased by ten percentage points (pp) over the last 6 years, up from 61.4% in 2016/17.

90% of Hallam's undergraduate entrants were studying full-time (88% on first-degree courses, 1% on other undergraduate courses and 1% on UG course with postgraduate components), 3% were studying part-time and 7% were studying on apprenticeships.
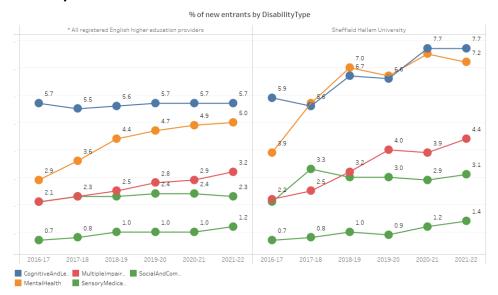
In 2021/22, looking at student characteristics, Sheffield Hallam was the:

- 4th largest (excluding the Open University) recruiter of home undergraduate students (all modes), with 23,105 new students.
- 11th largest recruiter of full-time undergraduates
- 4th largest recruiter of degree apprentices
- 2nd largest recruiter of students from Tundra quintile 1
- 3rd largest recruiter of students with disabilities.
- 3rd largest recruiter of students from ABCs quintile 1 (ABCS = Association between characteristics of students)
- 3rd largest recruiter of white students from the Tundra quintile 1.
- 3rd largest recruiter of male & female students from Tundra quintiles 1 and 2.

Age

21.0% of entrants to Hallam are mature (aged 21+) in 2021/22, and the majority (79.0%) are young and aged under 21. Compared to the sector, Hallam has a higher proportion of young entrants (79.0% in 2021/22 compared to 71.0%) and a lower proportion of mature entrants (21.0% compared to 29.0%.) The proportion of mature entrants has risen by 5.7pp over the past six years, from a low of 15.3% in 2017/18 and 17.4% in 2016/17, however there was a decline of 1.1pp in the previous year.

Disability

% of new entrants by DisabilityType

23.9% of entrants to Sheffield Hallam in 2021/22 declared a disability; this equates to 1,520 students and means that the University welcomed the third highest number of students with disabilities into HE in the sector. The proportion of entrants declaring a disability at Hallam is well above the sector (by 6.7 percentage points (pp)), with 17.2% of entrants to the sector declaring a disability.

We have seen a sharp rise (+ 9pp) in the proportion of students declaring a disability, up from 14.9% in 2016/17 to almost 24%. There have been year-on-year increases for the past six years, and an upward trend can be observed across all disability types over the six-year period, with proportions consistently higher compared to the sector across all disabilities.

Internal data shows that 7.2% of entrants in 2021/22 were in receipt of Disability Support Allowance (DSA), down from 7.8% in the previous year and up from 4.3% in 2012/13. This means there were more than 1,180 students in receipt of DSA in 2021/22.

The largest disability type in 2021/22 was for those declaring a **disability categorised as 'cognitive and learning'**: 7.7% of all and 490 entrants. Rates at Hallam are 2pp above the sector and have risen by 1.8pp, up from 5.9% in 2016/17. Across the sector, 5.7% of students declared a disability categorised as 'cognitive and learning' in 2021/22, and this has remained broadly steady over the six-year period, ranging between 5.5-5.7% of students.
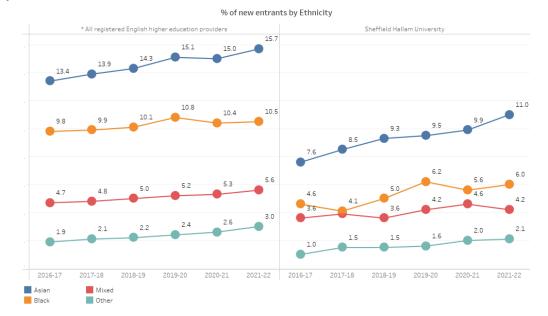
Over the six-year period, the most notable rise is in the proportion of students declaring a **disability related to their mental health**: 7.2% of all in 2021/22. Rates are up from 3.9% in 2016/17 and have ranged between 6.7% and 7.5% over the past four years. 5.0% of entrants for the sector declared a disability related to their mental health in 2021/22. Sector rates are up from 2.9% in 2016/17 and are at their highest point in the period. Across the sector and at Sheffield Hallam, the proportions of students declaring a mental health related disability rose most sharply between 2016/17 and 2018/19, with an increase of 1.5pp for the sector and 4.1pp at Hallam. The upward trend continues beyond 2018/19, but the growth has been much more modest.

4.4% of entrants to Hallam declared a disability related to 'multiple impairments' in 2021/22, above sector levels of 3.2% and a difference of 1.2pp. At Hallam, the proportion of students declaring a disability related to multiple impairments has doubled over the six-year period, up from 2.2% in 2016/17.

3.1% of entrants to Hallam in 2021/22 declared a **disability categorised as 'sensory, medical and physical'**. This is 0.9pp above the sector rate or 2.3% and has increased by 1.0pp since 2016/17.

1.4% of entrants declared **a disability related to 'social and communication**.' This has increased from 0.7% in 2016/17, with a rise of 0.5pp over the last two years and compares to 1.2% of entrants to the sector.

Ethnicity

% of new entrants by Ethnicity

All registered English higher education providers — Sheffield Hallam University

Asian: 13.4, 13.9, 14.3, 15.1, 15.0, 15.7 (sector); 7.6, 8.5, 9.3, 9.5, 9.9, 11.0 (Hallam)
Black: 9.8, 9.9, 10.1, 10.8, 10.4, 10.5 (sector); 4.6, 4.1, 5.0, 6.2, 5.6, 6.0 (Hallam)
Mixed: 4.7, 4.8, 5.0, 5.2, 5.3, 5.6 (sector); 3.6, 3.6, 3.6, 4.2, 4.6, 4.2 (Hallam)
Other: 1.9, 2.1, 2.2, 2.4, 2.6, 3.0 (sector); 1.0, 1.5, 1.5, 1.6, 2.0, 2.1 (Hallam)

Years: 2016-17, 2017-18, 2018-19, 2019-20, 2020-21, 2021-22

Legend: Asian, Mixed, Black, Other

11.0% of entrants in 2021/22 are **Asian**, up from 7.6% in 2016/17. There has been a year-on-year upward trend since 2016/17, with a rise of 3.4pp over six years. Growth in the proportion of new Asian students at Hallam has been faster (+3.4pp) than for the sector (+2.3pp) but Asian students represent a smaller proportion 11.0% compared to 15.7% for the sector. Internal data shows that at Hallam most of the growth has been in entrants from a Pakistani heritage. 7.1% of entrants in 2021/22 were 'Asian or Asian British – Pakistani', up from 3.9% in 2016/17.

6.0% of entrants in 2021/22 are from an ethnicity background classified as **Black**, up from 4.6% in 2016/17 and 4.1% in 2017/18. This compares to 10.5% of entrants to the sector in 2021/22. Internal data shows that the main growth has been in students who are Black or Black British – African: 4.7% of entrants in 2021/22, up from 3.4% in 2016/17. In South Yorkshire, 3.4% of young people aged 24 and under are Black, Black British, Black Welsh, Caribbean or African, although there is notable variation across the local authority areas: 5.8% in Sheffield, 1.6% in Rotherham, 1.4% in Doncaster and 1.0% in Barnsley.[12]

4.2% of entrants in 2021/22 are from an **ethnicity background classified as "mixed"**, up from 3.6% in 2016/17 and down from 4.6% in the previous year and compared to 5.6% of entrants in 2021/22 in the sector. Internal data shows that in 2021/22 1.3% of entrants were from a Mixed – Asian and White background, 1.3% of entrants were from a Mixed – Black Caribbean and White background, compared to 1.5% in 2016/17, and 1.6% in the previous year. 1.0% were from other mixed background, compared to 0.7% in 2016/17.

2.1% of entrants in 2021/22 are from an **ethnicity background classified as 'other',** up by 1.1pp from 1.0% in 2016/17, and compared to 3.0% of new students across the sector. Internal data shows that in 2021/22 1.4% of entrants were Arab, 0.5% of entrants were from 'other ethnic background' and 0.1% of entrants were Gypsy or Traveller. Ethnicity was unknown for 0.2% in 2021/22, down from 1.4% in the previous years, and 0.4% in 2016/17.

76.8% of entrants to Hallam in 2021/22 are from an ethnicity background classified as '**White'** compared to 65.2% for the sector. The change over six years has been -6.5pp at Hallam compared to -8.0pp for the sector and compares to 80.9% of young people aged 24 and under in South Yorkshire, 69.5% for Sheffield, 85.4% for Rotherham, 90.0% for Doncaster and 95.2% for Barnsley.

Ethnicity intersecting with deprivation

There has been a steady increase in the proportion of new students who are deprived and from **minoritised ethnicity backgrounds** with a smaller increase in the proportion of students who the least deprived and from a minoritised ethnicity. The proportion of the least deprived white students has declined notably, while there has been a small increase in the most deprived white students. 49.5% of

entrants to Hallam in 2021/22 were white and the least deprived (IMD 345), down from 57.2% in 2016/17. 27.2% were white and the most deprived (IMD 12), up from 26.0% in 2016/17. 16.6% were from minoritised ethnicities and the most deprived (IMD 12), up from 11.3% in 2016/17, and 6.7% from minoritised ethnicities and the least deprived (IMD 345), up slightly from 5.5%.

Under-representation in higher education

43.2% of entrants to Hallam in 2021/22 were from low participation area (TUNDA 12), up from 37.9% in 2016/17 and well above the sector (27.8%) in 2021/22. The proportion of entrants from low participation neighbourhoods (TUNDRA 12) has grown by +5.3pp over six years at Hallam, compared to growth of +0.7pp for the sector. 22.6% of entrants to Hallam in 2021/22 are from areas with the lowest rates of participation (TUNDRA Q1) at Hallam, compared to 12.3% for the sector, and again growth has been more significant at Hallam (+ 4.3pp) compared to the sector (0.8pp), with a 1.0pp increase over the most recent year.

Indices of multiple deprivation (IMD)

27.3% of entrants were from IMD quintile 1, up by 5.7pp from 21.6% in 2016/17, and 19.7% of entrants were from IMD quintile 5, down by 4.3pp from 24.0% in 2016/17. This means the gap between the most and least deprived has changed from 2.4pp in favour of the least deprived in 2016/17, to a gap of 7.6pp in favour of the most deprived by 2021/22.

22.8% of entrants to the sector were the most deprived students (IMD 12) in 2021/22, up by 3.1pp from 19.7% in 2016/17, and the proportion of entrants who were the least deprived fell from 21.9% in 2016/17 to 19.6% by 2021/22.

Sex

56.2% of entrants in 2021/22 are female and 43.8% are male; this is broadly in line with the sector. The proportion of entrants who are female has increased by 1.6pp over the six years from 54.6% in 2016/17.

Sex intersecting with deprivation

17.8% of entrants in 2021/22 were the most deprived males. This has increased over six years from 16.2%, up by 1.6pp, though there was a decline of 0.8pp in the most recent year and this is below the sector where 18.8% of entrants were the most deprived males.

The proportion of entrants who are the most deprived (IMD 12) females has risen to 26.0% in 2021/22, up by 4.8pp from 21.2% six years ago and compared to 25.3% for the sector in 2021/22 and an increase of 2.3pp in six years.

25.9% of entrants were the least deprived males, down by 3.2pp from 29.1% in 2016/17, and compared to 24.4% for the sector.

30.3% of entrants to Hallam in 2021/22 were the least deprived females, compared to 31.4% for the sector, and down by 3.2pp since 2016/14 (sector change: -2.1pp).

Eligibility for free school meals

16.5% of entrants to Hallam in 2021/22 are eligible for Free School Meals, up from 12.9% in 2016/17, and compared to 18.4% of entrants to the sector. Overall, there has been growth of 3.6pp over the six-year period. There was a decline of 1.0pp in the most recent year at Hallam, and there have been two years of decline at the sector level.

Internal data shows that in 2021/22, 7.1% of entrants were females who are eligible for Free School Meals and 4.8% are males who are eligible for Free School Meals.

Association Between Characteristics of Students (ABCS)

10.9% of entrants in 2021/22 were from ABCS quintile 1, 20.0% were from quintile 2, 24.3% were from quintile 3, 23.5% were from quintile 4, and 21.4% were from quintile 5. 30.9% of entrants are from quintiles 1 and 2 compared to 21.2% for the sector.

Other student characteristics

Internal data also shows that:

- 1.2% of entrants were **care-experienced** in 2021/22, up from 0.6% in 2016/17 and 0.9% in the previous year (2020/21.)
- There were almost 700 entrants to Hallam in 2021/22 from the **military community including service children**, 4.7% of all. We have made changes to how we collect and record information on this group so historic data is not comparable.
- There were more than 550 entrants who were **carers** in 2021/22: 3.9% of all entrants, down from 4.2% in the previous years and compared to 2.0% in 2016/17. Around 1.5% of entrants in 2021/22 were **young carers**, up from 1.0% in 2016/17 and 0.6% in 2013/14.
- 2.3% of entrants were **estranged from their families** in 2021/22, up from 1.1% in 2016/17.
- 10.1% of entrants were **Lesbian, Gay, Bisexual, Transgender, Queer/Questioning (LGBTQ+)** in 2021/22, up from 8.5% in 2020/21 and 6.5% in 2019/20.
- 1.0% of entrants were transgender in 2021/22.
- 48.8% of entrants were **commuters** in 2021/22, up from 33.4% in 2016/17.
- 28.9% of new entrants held an A level, 27.6% have an A level with BTEC, 18.8% have another level 3 qualification, 7.0% enter with a BTEC, 5.0% of entrants have an access qualification and 7.5% have higher education, other undergraduate qualification and 3.1% have a higher education first degree. The proportion entering with an A level has reduced by 14.0pp from 42.9% in 2016/17, while there has been a rise in those with another level 3 qualification (up by 8.5pp), with a BTEC (up by 2.7pp) and with an Access qualification (up by 1.8pp).
- 52.4% of new entrants have parents who did not attend university and are **"first in family"** in 2021/22, 40.1% have one or more parent that went to university and parental education status was unknown for 7.5% of entrants.
- 44.7% of entrants were in **socio-economic classification (SEC) groups 4-7** in non-professional roles, and 44.9% were in professional roles (SEC groups 1-3) in 2021/22.
  - Within these groupings, 24.2% were in lower managerial and professional occupations, 22.5% were in semi-routine occupations, 12.1% were in higher managerial and professional occupations, 10.8% were in routine occupations, 8.6% were in lower supervisory and technical occupations, 8.5% were in intermediate occupations and 7.1% were not classified.
- Overall, 24.8% of students hold a religion or belief, 36.0% have no religion or belief and religion or belief status is unknown for 39.1% of students.
  - 14.5% of entrants are Christian, down from 18.9% in 2016/17, and 8.1% are Muslim, up from 4.6% in 2016/17.
- Over half of new students (51.4%) came from within 25 miles of the University in 2021/22. Six years ago in 2016/17, 43.6% of students came from within 25 miles of the University.
  - 29.3% of entrants in 2021/22 came from within 10 miles, a further 22.1% came from within 25 miles, 23.0% came from between 50-100 miles away and 10.5% came from over 100 miles away.
  - The average distance from home to Sheffield Hallam was 38.2 miles in 2021/22.

Over groups of interest to us are prisoners and students with a criminal conviction, but we are not currently able to identify or track the outcomes of these students.

Hallam is a widening participation university, and our student body is becoming increasingly diverse over time. Our students are more likely to be from minoritised ethnicity backgrounds, to be commuters, to be from low participation areas, to be disabled and to be mature. We recruit small but significant numbers of students who are carers, young carers, from the military community, who are LGBTQ+, are estranged from their families, and who are care experienced. There has been a fall in the last year in new entrants who are eligible for free school meals, and in males from low participation areas, and this is our area of focus.

2b. Continuation

Age

Young students continue into their second year at higher rates than mature students, with a gap of 3.9pp at Hallam in 2020/21 when 91.0% of young students continued compared to 87.1% of mature students. The gap has ranged between 1.7pp and 4.2pp over the six-year period and has been 3.6pp or more for the last three years. It remains much smaller than the sector overall which was at its largest point in the most recent year (9.9pp in 2020/21, up from 7.0pp in 2015/16). In 2020/21, for the first time, the continuation rate for young students was higher for the sector (91.9%) than for young students at Hallam.

Disaggregating rates for mature students shows no clear patterns of underperformance compared to young students except for students who are aged 21-25, where the gap has been at least 2.0pp across the six-year period, has been 4.5pp or more for the last three years and stood at 6.7pp in the most recent year.

Disability

90.3% of disabled students continued into their second year at Hallam in 2020/21, compared to 90.1% for students with no known disability. Disabled students were slightly more likely to continue compared to students with no known disability: a very small gap of 0.2pp. Trend data over the six-year period for Hallam does not indicate a pattern of outcome gaps between disabled and non-disabled students, and for the past two years, continuation rates have been broadly similar for both groups.

Internal shows that students in receipt of disability support allowance (DSA) continued into their second year at higher rates than students not in receipt of DSA between 2014/15 and 2020/21. 94.4% continued into their second year in 2020/21 compared to 90.0% of non-DSA students, a positive gap of 4.4pp.

Trend data suggests that students with a **disability categorised as 'cognitive and learning'** are consistently continuing into their second year at higher rates than non-disabled students at Hallam and indeed across the sector. The gap is at its largest point over the six-year period, sitting at 1.7pp in 2020/21 when 92.8% of students with a disability categorised as 'cognitive and learning' continued, compared to 90.1% of students with no known disability.

89.0% of students with a **disability categorised as 'mental health'** continued into their second year in 2020/21 at Hallam, compared to 90.1% of students with no known disability: a gap of 1.1pp. Excluding 2018/19, non-disabled students continue at higher rates than students with a disability categorised as mental health over the six-year period, however the gap ranges from 0.9pp in 2019/20 to 4.2pp in 2015/16. The gap for students at Hallam is smaller than the sector gap, which was 2.0pp in the most recent year.

Ethnicity

Continuation rates for '**Asian' and 'White' students** appear to broadly track over the six-year period at Hallam. Between 2015/16 to 2017/18, Asian students outperformed white students with a positive gap of +0.5pp in 2015/16, of +0.2pp in 16/17 and +0.4 in 17/18. Continuation rates were the same for both groups in 2019/20 (93.2%). A gap has opened in the most recent year of data: White students continuing at higher rates compared to Asian students (90.5% vs 90.1%, a difference of 0.4pp). At the sector level, White students continued at higher rates than Asian students in all years but 2019/20, with a relatively small gaps; this gap widens to 1.4pp in the most recent year with 90.1% of white students continuing compared to 88.7% of Asian students.

While sector data shows a clear and persistent gap with White students continuing at higher rates than **Black students**. The largest gap over the six years was in the most recent year when rates fell for both groups, with sharper decline for Black student, and a gap of 5.8pp. The picture at Hallam is less clear. There was a gap of 2.7pp in 2020/21 with 90.5% of White students and 87.8% of Black students continuing, but this has been variable over the period, and Black students continued at higher rates than White students in the previous year.

Whilst at the sector level there is a gap ranging between 1.5-2.2pp between **students whose ethnicity is categorised as 'Mixed'** and 'White' students, the data shows a varied picture for students

at Hallam. There was a gap of 3.1pp in 2020/21, but the gap has either been small (<0.5pp) or positive for Mixed ethnicity students in four out of the six years.

White students have continued at higher rates than **students whose ethnicity is categorised as 'Other'** for last four years, with the gap is at its smallest point in most recent year (0.8pp) as rates declined more sharply for White students (2.7pp) than 'Other' ethnicity students (-0.9pp)

Ethnicity intersecting with under-representation

The most deprived White students were the group with the lowest completion rate in 2020/21; 87.9% of the most deprived White students continued into their second year compared to 92.1% of the least deprived White students. This meant the gap was 4.2pp, 1.1pp wider than the previous year and compared to a four-year average of 3.3pp.

The most deprived minoritised ethnicity students experienced a gap of 4.1% in 2020/21 at Hallam, compared to a sector gap of 6.9pp and an average gap of 2.8pp.

There was a very small or positive gap for the least deprived White and Minoritised ethnicity students over the period with an average gap of 0.0pp.

Under-representation in higher education

There was a continuation gap of 7.0pp between students from low participation neighbourhoods (Tundra quintile 1) and those from high participation neighbourhoods (Tundra quintile 5) at Hallam in 2020/21, with the gap at its largest point over the six years and notable larger than the sector gap of 3.7pp. The continuation rate for students from low participation areas fell from 91.5% in 2019/20 to 86.7% in 2020/21, down by 4.8pp in one year. There was a much smaller decline in continuation rates for students from high participation areas, which fell from 94.4% to 93.7%, a drop of 0.7pp.

Indices of multiple deprivation

93.0% of the least deprived students continued in 2020/21 compared to 86.2% of the most deprived students, a gap of 6.8pp. This was the largest gap over the six-years, and there was an average four-year gap for Hallam was 4.3pp. This compares to a sector gap of 9.1pp in the most recent year and an average gap of 8.0pp.

Sex

There has been a persistent pattern for the last five years at Hallam of female students continuing at higher rates than male students; this gap ranged between 2.1pp and 2.8pp between 2016/17 and 2019/20, and then notably increased in the last year of data; up to 5.5pp in 2020/21 with 92.6% of females continuing than males. Sector data shows a similarly persistent gap ranging between 2.5-2.8pp between 2015/16 and similarly widening, though to a lesser extent, to 3.6pp in 2020/21.

Sex intersecting with deprivation

The most deprived males are consistently less likely to continue into their second year compared to the least deprived females. The gap sat at its widest point in the most recent year with 94.1% of the least deprived female continuing compared to 84.0% of the most deprived male, a gap of 10.1pp. The sector gap is also at its widest point over the six years and was 10.4pp in 2020/21.

There is a 3.3pp gap between the least and most deprived female students, with 90.8% of the most deprived females continuing. The gap for the least deprived males was 4.6pp in 2017/18 and averaged 2.5pp, above the sector average of 2.0pp.

Eligibility for free school meals

Students who were eligible for Free School Meals continue at lower rates than students who were not FSM: with a gap of 3.0pp in the most recent year and ranging between 3.0-5.3pp for the four preceding years. Students who are eligible for FSM at Hallam continued at higher rates than for the sector as a whole: 88.6% continued at Hallam in 2020/21 compared to 87.3% in the sector, and the sector gap is larger, ranging between 4.0-5.6pp over the six-year period.

Association Between Characteristics of Students (ABCS)

93.7% of students from ABCS quintile 5 continued into their second year compared to 84.4% of those from quintile 1 in 2020/21, a gap of 9.3pp. While at its largest over the six years and averaging 6.5pp over four years, this gap is smaller than the sector where it sat at 14.8pp in 2020/21 and has averaged 13.8%.

Other student characteristics

Internal data also shows that:

- 81.5% of care-experienced students continued in 2020/21, with a gap of 10.0pp compared to non-care experienced students. In 2015/16, the gap was 14.7pp.
- 94.0% of students from the military community including service children continued in 2020/21 compared to 94.4% who were not from the military community; a gap of 0.4pp. We have made changes to how we collect and record information on this group so historic data is not comparable.
- 86.3% of carers continued into the second year in 2021/22, compared to 81.8% of students who were not carers, a positive gap of 4.5pp. The average gap between 2012/13 and 2021/22 was 4.2pp.
- 94.8% of young carers continued in 2020/21 compared to 90.0% of mature carers.
- 89.5% of students who were estranged from their families continued in 2020/21 compared to 90.3% for students who were not estranged: a gap of 0.8pp. In 2015/16, the gap was 0.3pp.
- 90.7% of students who were LGBTQ+ continued into their second year in 2020/21 compared to 90.1% of students who were no LGBTQ+, a positive gap of 0.6pp. Similarly last year there was a positive gap in continuation rates of +0.2pp.
- Commuters are less likely to continue compared to non-commuters with a gap of 3.6pp in the most recent year of data (2020/21). 92.0% of non-commuters continued compared to 88.4% of commuter students. This compares to a gap of 4.0pp in the previous year and a gap of 4.8pp in 2018/19.
- By qualification type: 94.6% of students with A levels only continued in 2020/21 compared to 91.9% of those with an Access qualification (range over six years: 0.4-5.8pp), 90.1% with an 'other level 3 qualification' (range: 3.9-56.5pp), 88.8% with a BTEC only (range: 3.4-9.3pp), and 87.4% of those with A levels and BTECS (range: 4.6-7.2pp).
- 92.0% of student who had parents who did not attend university completed in 2021/22 compared to 89.9% of their peers with parents who did attend university. The average gap over ten years was 1.2pp.
- By religion or belief, 90.9% of Christian students continued, 90.8% of students with no religion or belief and 89.7% of Muslim students continued in 2020/21. The gap for Muslim students has ranged between 1.2pp in 2020/21 and 2.7pp in the previous year.

Continuation rates are an area of strength for Sheffield Hallam. The largest outcome gaps are for students from low participation areas, and from the most deprived backgrounds, especially male students.

2c. Completion

88.2% of Hallam students completed their course in 2017/18, down from 89.5% in 2016/17 and 90.7% in 2015/16, and above the sector completion rate of 87.2%.

Age

88.6% of young students and 86.0% of mature completed in 2017/18, meaning there was a gap of 2.6pp. The gap was 4.5pp in 2012/13 and averaged 1.6pp over four years. This is notably smaller than the sector gap which was 10.3pp in 2017/18 and which averaged 9.8pp. Across the sector, 89.7% of young students completed, compared to 79.4% of mature students.

Disability

85.9% of **disabled students** completed their course at Hallam in 2017/18, compared to 88.7% for students with no known disability: a gap of 2.7pp. The gap is persistent over the six-year period,

ranging between 1.0pp (in the previous year, 2016/17), and 3.0pp in 2013/14. Both disabled and non-disabled students complete at higher rates than the sector, but the sector gap is smaller in 2017/19, sitting at 2.0pp.

Internal data shows that students in receipt of DSA were slightly more likely to complete their course in 2017/18: 88.1% of DSA students continued compared to 88.0% of non-DSA students. Students in receipt of DSA continued at higher rates in each of the six years of data, with the positive gap ranging between 0.1pp in the most recent year to 4.7pp in 2015/16.

At the sector level and at Hallam, the most notable gap within disability relates to students with a **disability categorised as 'mental health.'** 88.7% of students with no known disability completed their course at Hallam in 2017/18, compared to 84.1% of disabled students: a gap of 4.6pp. The gap is large and persistent across the six-year period for students at Hallam and across the sector. The gap in the sector narrowed between 2012/13 and 2016/17, from 11.1pp to 4.8pp, and widened by 0.5pp in the most recent year of data to a gap of 5.3pp in 2017/18. The gap at Hallam has ranged between 3.7pp in the previous year (2016/17) to 14.9pp in 2013/14.

82.5% of **students with a disability categorised as "multiple impairments"** completed in 2017/18, meaning there was a gap of 6.2pp compared to non-disabled students (88.7% completed). The gap is at its widest point in the most recent year and compares to an average gap of 5.1pp over four years, and a sector average of 3.2pp.

There is a small or positive gap compared to non-disabled students for **students with a disability related to "sensory, medical and physical"** over the six years: 87.3% of students with a disability categorised as "sensory, medical and physical" completed in 2017/18. The average gap is 0.6pp and compares to a sector gap of 2.5pp in 2017/18 and a four-year average of 2.3pp.

Students with a disability categorised as "cognitive and learning" complete at similar rates to non-disabled students, with a small or positive gap ranging between +1.1pp in 2016/17 and -0.4pp in 2012/13. In the most recent year of data, 88.7% of students with no known disability completed in 2017/18 compared to 89.0% of students with a disability categorised as "cognitive and learning," a gap of 0.3pp. The equivalent for the sector was a positive gap of +0.9pp.

There was a 7.2pp gap for **students with a disability categorised as 'social and communication'** in 2017/18 with 81.5% completion rate compared to 88.7% of non-disabled students. This is larger than the sector gap of 4.4pp. There is not enough data to report on completion rates in 2012/13 and 2015/16, but the four-year aggregate gap is 7.8pp.

Ethnicity

Students whose ethnicity is categorised as Black were the group with the lowest completion rate (78.4%) by ethnicity, with a gap of 10.8pp in 2017/19 compared to 89.2% of White students. This is notably larger than the gap in previous years, having risen from 4.9pp in the previous year (2016/17) and 0.1pp the year before (2015/16). By comparison, the completion rates for Black students for the sector are 7.6pp below the sector completion rate for White students.

There is a 4.5pp gap in 2017/18 between White students and **students whose ethnicity is categorised as Other** for the sector, with a larger gap of 7.8pp at Hallam where 81.4% of "other" ethnicity students completed in 2017/18 compared to 89.2% of White students. In the previous year there was no gap at Hallam, and the 6-year average is 3.6pp compared to a sector 6-year aggregate of 4.5pp.

Mixed ethnicity students continued at lower rates than White students at Hallam and across the sector. 83.5% of **students whose ethnicity was categorised as 'Mixed'** completed in 2017/18 compared to 89.2% of White students at Hallam. The 2017/18 gap at Hallam was larger than the sector, 5.7pp compared to 3.0pp, and averaged 3.6pp.

White students also continued at higher rates than **students whose ethnicity is categorised as 'Asian'** in 2017/18, with a continuation rate of 87.3% for Asian students and a gap of 1.9pp. The trend is less clear, with a very small or positive gap in three out of six years. The sector gap in 2017/18 was 1.5pp.

Ethnicity intersecting with under-representation

The completion gap between White students and all minoritised ethnicity students was 5.2pp at Hallam in 2017/18. Looking at ethnicity combined with IMD data shows that this gap widens to 8.4pp for the most deprived minoritised ethnicity students at Hallam. 90.4% of the least deprived White students completed compared to 82.0% of deprived minoritised ethnicity students. The gap at Hallam is close to the sector gap for minoritised ethnicity students which stands at 8.2pp, although whilst the four-year average for the sector is 8.2pp, at Hallam it is 5.5pp.

88.2% of the least deprived minoritised ethnicity students completed in 2017/18 meaning there was a 2.2pp gap with White students, and an average gap over four-years of 0.8pp.

The completion gap between the least deprived and most deprived White students was 4.0pp in 2017/18 and averaged 3.6pp. This compares to a sector gap of 7.1pp in 2017/18.

Under-representation in higher education

The gap by TUNDRA quintiles was 4.0pp in 2017/18, with 90.2% of students from high participation neighbourhoods (Tundra quintile 5) and 86.2% of students from low participation neighbourhoods (Tundra Q1) completing. Since 2012/13, the gap has ranged between 2.3pp (in 2013/14) and 6.1 (in 2014/15), and average 5.2pp This compares to a sector average gap and 2017/18 gap of 4.8pp.

Indices of multiple deprivation

91.8% of the least deprived students completed in 2017/18 compared to 83.2% of the most deprived students at Hallam, with a gap of 8.6pp. The average four-year gap was 6.7pp, compared to a sector average gap of 10.5pp and a sector gap of 10.7pp in the most recent year.

Sex

91.9% of female students completed in 2017/18 compared to 83.8% of male students in 2017/18, a gap of 8.1pp. This compares to a sector gap of 5.7pp, and to a four-year aggregate gap of 6.4pp. The gap stands at its largest in the most recent year of data, having increased by 0.8pp from 7.3pp the year before (2016/17). Both groups are more likely to complete compared to the sector, though the sector gap is smaller, sitting at 5.7pp in 2017/18 and averaging 5.2pp.

By sex intersecting with underrepresentation / deprivation

Whilst the 2017/18 gap for sex alone is 8.1pp at Hallam, this grows to 14.1pp for the most deprived males. In 2017/18, 93.5% of the least deprived females completed while only 79.4% of the most deprived males did so. This is similar to the sector where the gap stood at 13.9pp in 2017/18.

The most deprived females complete at lower rates than the least deprived female students with a gap of 4.2pp in 2017/18 at Hallam, and a sector gap of 5.7pp.

86.3% of the least deprived male students completed in 2017/18, meaning there was a gap of 7.2pp at Hallam and 3.9pp gap for the sector compared to the least deprived female students.

By eligibility for free school meals

Students who were eligible for FSM were less likely to complete than non-eligible students in 2017/18 and across the six years. In 2017/18, 89.8% of non-eligible students completed, compared to 81.7% of FSM eligible students, a gap of 8.1pp. The gap is at its widest in the most recent year, having grown by 1.3pp in the most recent year, though is smaller than the sector gap of 8.3pp. The gap for the sector has widened over time, growing by 3.8pp from 4.5pp in 2012/13. The gap at Hallam has also grown, by 3.9pp over the same six-year period.

By Association Between Characteristics of Students (ABCS)

There is a 17.9pp gap between completion rates between students from ABCS quintile 1 and Q5: 94.2% of students from Q5 completed compared to 76.3% of students from Q1. This is smaller than the sector gap of 23.7pp, within 95.9% of students from Q5 completing compared to 72.2% of ABCS Q1 students. The Hallam gap of 17.9pp compares to a four-year average of 15.5pp, and a sector average gap of 23.2pp.

Other student characteristics

Internal data also shows that:

- 85.9% of care-experienced completed in 2021/22 compared to 82.0% of their peers, a gap of 3.9pp. The average gap was 0.2pp between 2012/13 and 2021/22.
- 84.9% of students from military community completed in 2021/22 compared to 82.4% of their peers, a gap of 2.5pp. We have made changes to how we collect and record information on this group so historic data is not comparable.
- 86.3% of carers completed in 2021/22, compared to 81.6% of their peers, a gap of 4.7pp. The average gap over 10 years was 4.3pp.
- Mature carers completed at notably higher rates than young carers: 91.8% of mature carers completed compared to 78.8% of young carers in 2021.22. The average gap over 10 years was 7.3pp in favour of mature carers.
- 87.1% of students who were estranged from their families completed compared to 81.6% of their peers, a gap of 5.5pp. The average gap was 3.6pp over ten years.
- 87.8% of LGBTQ+ students completed in 2021/22 compared to 80.9% of their peers, a positive gap of 6.9pp.
- There is not enough data to report on the completion rates of refugee students.
- commuters are less likely to complete compared to non-commuters with a gap of 4.4pp in 2017/18 when 89.5% of non-commuters and 85.2% of commuters continued. There has been a gap in each year of data, with the gap ranging between 2.5pp (in 2016/17) and 6.3pp in 2014/15.
- 83.9% of students with parents who did not attend university and are "first in family" completed in 2021/22, a rate which was 4.2pp higher than students who parents who did (79.6% completed).
- By religion and belief: 90.6% of Christian students completed in 2017/18, 85.1% of Muslim students completed and 89.0% of students with no religion or belief completed in 2017/18. The completion gap for Muslim students was 5.6pp in the most recent year and has ranged between 4.5-5.6pp over five years.

2d. Degree Attainment

In 2021/22, at Hallam overall, 74.2% of students were awarded a 2:1 or 1st degree, with a decline of 7.8pp from the previous year. This is below the sector rate of 79.0% of students awarded a 2:1 or 1st that year.

Age

There is a clear and persistent gap between the proportion of young and mature students awarded a 2:1 or 1st at Hallam, though the gap is notably smaller than the sector.

80.0% of young students and 74.7% of mature students were awarded a 2:1 or 1st in 2021/22, a gap of 6.9pp. The gap is at its largest point over the six years and compares to a gap of 9.4pp for the sector.

Looking at degrees awarded by age groups shows:
- For students aged 21-25, the average gap was 5.8pp, with a gap of 7.6 in 2021/22. The sector average was 8.7pp.
- For students aged 26-30, the average gap was 3.7pp, with a gap of 4.6pp in 2021/22. The sector average was 8.3pp.
- For students aged 31-40, the average gap was 4.6pp, with a gap of 7.3pp in 2021/22. The sector average gap was 10.9pp.
- For students aged 41-50 years, the average gap was 6.3pp, with a gap of 11.9pp in 2021/22. The sector average gap was 15.5pp.
- For students aged 51 and over, there was no available data at Hallam and a sector average gap of 18.9pp.

Disability

74.8% of disabled students were awarded a 2:1 or 1st class honours degree at Hallam in 2021/22, compared to 73.9% for students with no known disability. A higher proportion of disabled students

were awarded good honours compared to non-disabled students, with a "positive" gap of 0.9pp in 2021/22. This compares to a gap of 2.0-2.1pp between 2016/17 and 2018/19.

79.4% of disabled students were awarded a 2.1 or 1st class degree across the sector in 2021/22, compared to 78.9% of students with no known disability: a gap of 0.5pp in favour of disabled students.

80.7% of students in receipt of disability support allowance (DSA) were awarded a 2:1 or 1st degree at Hallam in 2021/22 compared to 74.6% of students not in receipt of DSA, a positive gap of 6.1pp. The picture has been variable over the six years, ranging between -1.8pp and +6.1pp.

There were relatively small degree awarding gaps in 2021/22 when looking at **disability type**: the highest rates were for students with a disability related to their mental health (76.0% were awarded 2:1 or 1st), followed by students with disability related to cognitive and learning (75.5%), non-disabled students (73.9%) and students with a disability related to 'sensory, medical and physical.' The largest gaps were experienced by students with a disability related to 'social and communication' (72.9%, gap of 3.1pp) and by students with 'multiple impairments' (72.6%, gap of 3.4pp.) Looking at average degree awarding rates over the 6 year period confirms that student with disabilities related to social and communication, and with multiple impairments are the groups least likely to be awarded a 2:1 or 1st.
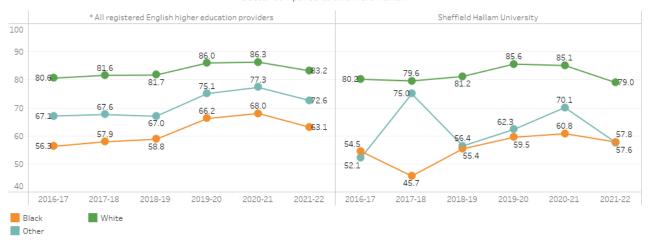
76.0% of students with a **disability categorised as 'mental health'** were awarded a 2:1 or 1st at Hallam in 2021/22, compared to 73.9% of disabled students, a 'positive' gap of 2.1pp. This compares to a gap of 2.0pp in favour of non-disabled students in the previous year (2020/21) with 82.2% of non-disabled students awarded a 'good degree' compared to 80.2%. Across the first five years of data (2016/17 – 2020/21), the gap has favoured students with no known disability, and has ranged from 0.1pp in 2017/18 to 4.4pp in 2019/20. At the sector level, 81.0% of students with a disability categorised as 'mental health' were awarded a 2:1 or 1st class degree compared to 78.9% of students with no-known disability; a positive gap of 2.1pp.

Ethnicity

One of the largest degree awarding gaps by ethnicity is experienced by students whose ethnicity is categorised as 'Black', and the gap has been large and persistent for the past six years. In 2021/22, 57.8% of Black students and 79.0% of White students at Hallam were awarded a 2:1 or 1st. The gap was 21.2pp in 2021/22. This has improved somewhat since 2017/18 when the gap was 33.9pp and we set a target to reduce it, with a narrowing of 12.7pp. There are also large degree awarding gaps for Black students across the sector. The gap in 2021/22 was 20.1pp, with 63.1% of Black students and 83.2% of White students awarded a 2:1 or 1st.

Students whose ethnicity is categorised as 'other' experienced a slightly large gap of 21.4pp in 2021/22. The gap over the six-year period is variable, ranging between 4.6pp – 28.1pp, though it has been 21.4pp or higher in four of the six years and averages 21.1pp. This compares to a sector average gap of 11.1pp, a gap of 10.6pp in the most recent year of data and range of 9.0-14.7pp.
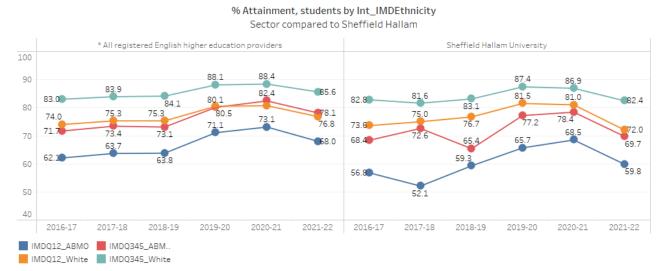
% Attainment, students by Ethnicity
Sector compared to Sheffield Hallam

The gap for students whose ethnicity is categorised as Asian experienced a degree awarding gap of 14.3pp in the 2021/22, when 64.7% of Asian students were awarded a 2:1 or 1st. The gap has been large and persistent; at its narrowest, in the previous year (2019/20), the gap was 10.2pp. This compares to a sector gap of 8.4pp in 2021/22, and an average gap of 8.6pp.

68.3% of students whose ethnicity is categorised as 'Mixed' were awarded a 2:1 or 2:2, compared to 79.0% of White students, a gap of 10.7pp. The gap has ranged between 4.1-10.7pp and averages 8.3pp. This compares to the sector where there is a gap of 3.5pp in 2021/22 and an average gap of 3.8pp.

Ethnicity intersecting with under-representation

% Attainment, students by Int_IMDEthnicity
Sector compared to Sheffield Hallam

59.8% of students from the most deprived minoritised ethnicity backgrounds (IMD 12) and 82.4% of the least deprived White students (IMD 345) were awarded a good degree at Hallam in 2021/22, a gap of 22.6pp. The gap is large and persistent, sitting at its narrowest point in the previous year when it was 18.4pp, and peaked at 29.5pp in 2017/18.

The least deprived minoritised ethnicity students also experience a gap compared to the least, and most, deprived white students. 69.7% of the least deprived minoritised students were awarded a 2:1 or 1st in 2021/22, compared to 72.0% of the most deprived white students (gap: 2.3pp) and 82.4% of the least deprived white students (gap: 12.7pp).

The gap between most deprived and least deprived white students was 10.4pp in 2021/22 when 72.0% of the most deprived White students were awarded a 2:1 or 1st and the average gap over four years was 7.1pp This compares to a sector gap of 8.8% in the most recent year and an average of 8.2pp.

Under-representation in higher education

Students from low participation areas (Tundra quintile 1) were less likely to be awarded a 2:1 or 1st degree than students from high participation areas (Tundra quintile 5) at Hallam in all years between 2016/17 and 2020/21, with a gap of 9.1pp in 2021/22 and 10.2pp in the previous year (2020/21). 79.9% of students from high participations areas were awarded a 2:1 or 1st, and 70.8% of students from low participation areas were awarded 2:1s or 1st class degrees in 2021/22.

The gap for the sector is smaller than at Hallam: 82.7% of students from high participation areas were awarded 2:1 or 2:2 in 2021/22 compared to 76.3% of students from low participation areas, a gap of 6.4pp.

The trend is more varied for students from Tundra quintiles 2 and 3, though there remains a clear pattern of underperformance compared to students from high participation areas, with an average gap of 5.9pp for students from quintiles 2 and an average of 5.5pp for quintiles 3.

Indices of multiple deprivation

The most deprived students (IMD Q1) were much less likely to be awarded a 2:1 or 1st degree than the least deprived students (IMD Q5) at Hallam and across the sector. The gap in 2021/22 was 16.0% at Hallam when 64.2% of the most deprived students were awarded a 2:1 or 1st compared to the 80.2% of their least deprived peers. The gap at Hallam ranged between 14.6-17.9pp and compared to a 2021/22 sector gap of 17.8% and an average sector gap of 16.9pp.

Sex

More females than males are awarded 2:1s or 1st class degrees in all six years, with a gap of 9.1pp in 2021/22 at Hallam, larger than a sector gap of 3.6pp. 77.9% of females were awarded a 2:1 or 1st in 2021/22, compared to 68.8% of males. Degree awarding rates declined for both groups between 2020/21 and 2021/22 with a sharper decline experienced by males (-9.5pp) than females (-6.1pp).

By sex intersecting with deprivation

58.8% of the most deprived males (IMD 12) were awarded a good degree compared to 79.3% of the least deprived males, and 86.1% of the least deprived females, a large gap of 24.5pp. This is notably larger than the sector gap of 16.1pp and widened by 1.5pp from 14.6pp in the previous year (2020/21).

The most deprived females also experience a gap compared the least deprived females. The gap in 2021/22 was 13.1pp when 70.2% of the most deprived females were awarded a 2:1 or 1st, and this compares to a sector gap of 12.0pp.

The gap for the least deprived males was 9.0pp in 2021/22, when 74.3% of the least deprived male students were awarded a 2:1 or 1st. This is a larger gap compared to the sector where the gap was 4.6pp in 2021/22.

% Attainment, students by Int_IMDSex
Sector compared to Sheffield Hallam

By eligibility for free school meals

Students who are eligible for free school meals were less likely to be awarded a 2:1 or 1st degree at Hallam than non-eligible students in all six years, with a large (>10.0p) gap in all years. The gap by FSM eligibility is larger at Hallam than for the sector: averaging 13.3pp compared to the sector average of 11.5pp. In 2021/22, 77.5% of non-eligible students were awarded 2:1 or 1st degrees, compared to 61.9% of free school meals eligible students, with a gap at its largest point over the period and sitting at 15.6pp (sector: 12.4pp).

Other student characteristics

Internal data also shows that:

- 85.9% of care-experienced graduates were awarded a 2:1 or 1st in 2021/22, with a positive gap of 3.9pp compared to 82.0% of graduates who were not care leavers. The gap has been variable over time and averages a +0.2pp gap in favour of care leavers.
- Graduates from the military community including service children were more likely to be awarded a 2:1 or 1st in 2021/22. There was a gap of 2.5pp in 2021/22, when 84.9% of graduates from the military community were awarded a 2:1 or 1st, compared to 82.4% of other graduates. We have made changes to how we collect and record information on this group so historic data is not comparable.
- Students who were carers were awarded a 2:1 or 1st at higher rates than non-carers for the six years, with a positive gap of +4.7pp in 2021/22 when 86.3% of carers were awarded a 2:1 or 1st, compared to 81.6% of non-carers.
- Mature carers were awarded a 2:1 or 1st degree at higher rates than young carers with a gap of 13.0pp in the 2021/22 and an average gap of 7.3pp.
- 87.1% of students who were estranged from their families were awarded a 2:1 or 1st in 2021/22, meaning there was a positive gap of 5.5pp with non-estranged students. The gap has been positive for the last six years, and averages +3.6pp.
- LGBTQ+ students experience a positive degree awarding gap; this averages +3.0pp over the last six years, and it was 6.9pp in 2021/22 when 87.8% of LGBTQ+ students were awarded a 2:1 or 1st compared to 80.9% of non-LGBTQ+ students.
- Data was too small to allow analysis of degree awarding data for refugee students.
- Fewer commuter students are awarded a 2:1 or 1st. The gap in 2021/22 was 3.2pp with 76.3% of non-commuters compared to 73.1% of commuter students. At its largest, in 2017/18, the gap was 7.3pp and it was its smallest in this most recent year.
- Students with parents who did not attend university and were "first in family" were more likely to be awarded a 2:1 or 1st degree in 2021/22, with a gap of 4.2pp and 83.9% of first in family students awarded a 2:1 or 1st compared to 79.6% of those with parents who were HE educated.
- By religion or belief, 76.4% of students with no religion or belief, 75.3% of Christian students and 58.4% of Muslim students were awarded a 2:1 or 1st in 2021/22. The gap experienced by Muslim students was 17.0pp in 2021/22. At its widest, the gap was 23.8% in 2016/17, and at its narrowest point, in 2020/21, the gap was 15.9pp.

2e. Progression to employment or further study

75.1% of Sheffield Hallam graduates progressed to highly skilled employment or further study in 2020/21 overall, above the sector rate of 74.2%. Over the four years of graduate outcomes data, the average progression rate has ranged from 72.8% (in 2019/20) to 75.7% in 2017/18, with overall progression rates for Sheffield Hallam graduates above the sector for all years.

Age

Mature graduates progress to employment or further study at higher rates than young graduates in all years of data at Sheffield Hallam. The gap was at its smallest point in the most recent year of data, 2020/21, having dropped from a high of 12.4pp in 2019/20 to 6.9pp in 2020/21 when 80.9% of mature graduates progressed compared to 74.0% of young graduates in 2020/21. The sector picture

is much more variable, with a gap in 2.8pp in the most recent year but with young graduates (74.8% progression rate) outperforming mature graduates (72.0% progression rate).

Looking in more detail at progression rates by age groups shows that all groups aged 21 or over progress at higher rates compared to young graduates. Those aged 31-40 years of age had an average progression rate of 88.3% over the four years, this was 85.5% for those aged 26-30, 83.9% for those aged 51 or over, 83.5% for those aged 41-50 and 79.5% for those aged 21-25.

Disability

In 2020/21, 75.8% of graduates with no known disability progressed to highly skilled employment or further study, compared to 73.1% of disabled graduates, a gap of 2.7pp. This is close to the 4-year average gap of 3.0pp, and larger than the sector gap which averaged 2.1pp and ranged between 1.7-2.8pp. Both disabled and non-disabled graduates at Hallam progressed at higher rates than the sector in 2020/21.

Internal data shows that students who are not in receipt of disability support allowance (DSA) were more likely to be highly skilled employment or further study, with a gap of 1.7pp. 74.2% of non-DSA students progressed compared to 72.5% of students in receipt of DSA in 2019/20. The gap was 5.4pp in the 2018/19 and there was a positive gap of +0.7pp in 2017/18.

The largest gap is experienced by **graduates with a disability categorised as 'social and communication'**: 15.4pp in the most recent year, with 61.3% of students progressing compared to 75.8% for graduates with no known disability. There is limited trend data however, only available for the last two years (2019/20 – 2020/21).

Graduates with a disability categorised as 'mental health' experienced the second largest gap by disability type: 5.7pp in the most recent year and averaging 9.2pp over the four-year period. In 2020/21, 71.0% of graduates with mental health related disability progressed compared to 75.8% of graduates with no known disability.

Graduates with a disability categorised as 'cognitive and learning' progressed at higher rates than non-disabled graduates in three of the four years of data, with a positive gap of 0.9pp in 2020/21 when 76.7% of graduates progressed.

The gap was 5.1pp in 2020/221 for graduates with a disability categorised as 'sensory, medical and physical' and it average 6.1pp over four years.

The trend is variable for **graduates with 'multiple impairments'** compared to non-disabled graduates, with a gap ranging +2.5 and - 9.7pp and an average gap of -2.4pp.

Ethnicity

The progression gap for **graduates whose ethnicity was categorised as 'Asian'** was 4.0pp in 2020/21 and average 6.9pp over the four years, with 71.7% of Asian students progressing compared to 75.7% of White students. The gap has narrowed in the last two years, down from 9.3pp in 2018/19 and 7.2pp in 2019/20, however in all years it remains larger than the progression gap at the sector level. In 2020/21 for the sector, 72.0% of Asian graduates progressed compared to 74.9% of White graduates: a gap of 2.9pp. The sector average gap is 3.5pp, and the gap has ranged between 2.9pp in the most recent year and 3.8pp in the year before.

In three of four years of data, **graduates whose ethnicity is categorised as 'Black'** progressed at higher rates than graduates whose ethnicity is 'White' and the average gap was 0.5pp and positive for Black students. In 2020/21, 76.9% of Black students progressed compared to 75.7% of White students: a positive gap of 1.2pp. Sector data shows a clear pattern of Black students progressing at lower rates than White students, with an average 4.4pp gap over the four years, and a gap of 3.6pp in the most recent year.

Graduates whose ethnicity is categorised as 'Other' experience the largest progression gaps by ethnicity, with an average gap of 13.3pp (though with data in only 3 of the 4 years). In the most recent year, the gap was 19.4pp with 61.7% of 'Other' ethnicity graduates progressing compared to 75.7% of White graduates. Sector shows a similar pattern of higher progression rates for White

graduates compared to 'Other' ethnicity graduates, but the gap is much smaller, averaging 3.6pp over the four years, and sitting at 3.7pp in 2020/21.

Whilst the sector trend shows **graduates whose ethnicity is categorised as 'Mixed'** progressing at broadly similar rates to White students and an average progression gap of 0.6pp, at Hallam there is a pattern of Mixed ethnicity students progressing at lower rates than White students. The average gap over the four years is 4.6pp, though the gap in the most recent year is relatively small, 0.7pp in 2020/21.

Ethnicity intersecting with under-representation

In 2020/21, 76.2% of the least deprived (IMD 345) White graduates progressed compared to 74.4% of the most deprived (IMD 12) White graduates, 73.5% of the least deprived minoritised ethnicity graduates, and 72.0% of the mot deprived minoritised ethnicity graduates.

The **least deprived White graduates (IMD 345)** progress at higher rates than the most deprived White graduates at Hallam, with an average gap of 3.6pp over four years, and a 1.8pp gap in 2020/21. The gap at Hallam is smaller than for the sector, with an average sector gap of 6.0pp, and a gap of 7.1pp in the most recent year.

Sector data shows the **least deprived minoritised ethnicity graduates** and least deprived White graduates progressing at similar rates over the four years, with an average gap of 0.3pp. At Hallam however, the average gap for the least deprived minoritised ethnicity graduates is the same as for the most deprived students from minoritised ethnicity backgrounds: 6.0pp. In the most recent year, the gap for the least deprived minoritised ethnicity graduates was 2.7pp and the gap for the most deprived minoritised ethnicity graduates was 4.2pp.

Under-representation in higher education

Sector data shows a clear, persistent gap with students from high participation areas (Tundra Q5) progressing at higher rates than those from low participations neighbourhoods (Tundra Q1): a gap of 6.7pp in 2020/21 when 76.9% of students from high participation neighbourhoods progressed compared to 70.1% of students from low partnership neighbourhoods. Over the four years, the sector gap has ranged between 6.5-7.1pp.

At Hallam, there was a notable gap ranging between 4.0-8.1% for 2017/18 – 2019/20, however in the most recent year, the gap closed to 0.3pp, with 72.5% of students from high participation neighbourhoods progressing compared to 72.2% of students from low participation neighbourhoods.

Sex

Females were more likely to progress than males in three of the four years, with the gap ranging between +0.9-4.7pp, and sitting at 2.4pp in 2020/21. In the most recent year of data, 76.2% of females progressed compared to 73.8% of males. The sector shows a flipped picture with males progressing at higher rates than females in all four years of data, and a gap of 2.1pp in the most recent year.

Sex intersecting with deprivation: indices of multiple deprivation (IMD)

The **most deprived (IMD 12) males** are the group least likely to progress to highly skilled employment or further study at Hallam with a large average gap of 7.3pp with the least deprived (IMD 345) females over the four years. The gap was 4.7pp in the most recent year (2020/21) and 11.7pp in the 2019/20.

There is a smaller gap for the least deprived males compared to the least deprived females, with an average gap of 0.5pp and gap of 2.8pp in the most recent year, with 77.2% of the least deprived females progressing compared to 74.4% of males in 2020/21.

The gap between the least deprived and most deprived females was 2.8pp in 2020/21, and 2.0pp when averaged over the four years.

Eligibility for free school meals

The most recent year of data (2020/21) shows a progression gap of 10.1pp at Hallam with fewer students who were eligible for free school meals progressing compared to those who were not FSM eligible. This gap has been large (more than 5.0pp) in three of the four years. The sector picture also shows a clear and persistent gap, but this is smaller than at Hallam, ranging between 6.3pp – 7.8pp, and sitting at 6.8pp in the most recent year.

Association Between Characteristics of Students (ABCS)

The sector gap by ABCS is very large and persistent, ranging between 17.3pp in the most recent year to 23.6pp in 2018/19. In the most recent year, 2020/21, 81.9% of the least deprived students (ABCS Q5) progressed to highly skilled employment or further study, compared to 64.6% of the most deprived students (ABCS Q1), a gap of 17.3pp.

The gap is also persistent and significant at Sheffield Hallam, though it was at its smallest in the most recent year when 79.2% of the least deprived student progressed compared to 68.8% of the most deprived: a gap of 10.4pp. In the three preceding years however, it ranged between 19.2-24.8pp.

Other student characteristics

Internal data also shows that:

- 85.9% of care leavers progressed in 2021/22, with a positive gap of 3.9pp compared to non-care leavers. The trend has been variable since 2013/14, ranging between – 13.3pp in 2015/16 to +4.4pp the following year in 2016/17.
- 84.9% of students from the military community progressed in 2021/22, compared to 82.4% of graduates who were not, a positive gap of 2.5pp. We have made changes to how we collect and record information on this group so historic data is not comparable.
- 86.3% of carers progressed in 2021/22 compared 81.6% of non-carers, with a positive gap of 4.7pp.
- 78.8% of young carers progressed compared to 91.8% of mature carers in 2021/22, a gap of 13.0pp for mature cares. The average gap has been 7.3pp in favour of young carers.
- 87.1% of students who were estranged from their families progressed in 2021/22 compared to 81.6% of non-estranged students, a positive gap of 5.5pp. Estranged students have outperformed non-estranged students since 2016/17.
- 87.8% of LGBTQ+ students progressed in 2021/22, at a rate which was 6.9pp higher than non-LGBTQ+ students. The gap has been positive, in favour of LGBTQ+ students in most years.
- The data is too small to report on the progression outcomes of refugee graduates.
- Commuters were more likely to progress to HS employment or further study; with a positive gap of +3.9% in 2019/20 when 76.6% of commuter and 72.7% of non-commuters progressed. The gap in the previous year was 5.2pp, again in favour of commuters.
- Graduates who parents did not attend university and are "first in family" progressed at a rate of 83.9% in 2021/22 compared to 79.6% of graduates were HE educated, a gap of 4.2pp.
- By religion or belief, 78.6% of Christian students, 69.8% of students with no religion or belief and 58.4% of Muslim students were in highly skilled employment or further study in 2019/20. The gap for Muslim students was 20.3pp in 2019/20, 15.2pp in 2018/19 and 2017/18.

3.   Assessment of performance: Part-time students

3a. Access

We have small numbers of part-time students: fewer than 200 entrants in 2021/22, down from around 350 students in 2016/17.

Age

92.2% of entrants were mature (aged 21 and over) and 7.8% were young in 2021/22.

Disability

10.6% of entrants were disabled in 2021/22, down from 10.7% in 2020/21 and compared to 8.6% in 2016/17. Across the sector, 19.7% of part-time entrants were disabled.

Data by disability type is patchy.

The proportion of students with a disability categorised as 'cognitive and learning' has reduced from a high of 5.9% of students in 2019/20 to 2.8% in 2021/22 and compared to 4.6% for the sector.

2.2% of students had a disability related to sensory, medical and physical in 2021/22, compared to 2.8% for the sector and 2.3% of part-time entrants in 2016/17.

4.5% of students had a disability categorised as 'multiple impairments' in 2021/22, up from 2.0% in 2021/22, and compared to 5.9% for the sector.

There was no available data in 2021/22 for students with a disability categorised as 'mental health' or for 'social and communication.'

Ethnicity

Data is patchy for the last two years. In 2021/22, 92.6% of entrants were White, down from 94.2% in 2016/17. 3.4% of students were Asian in 2021/22 and 2.3% were Black.

Free school meals

10.3% of entrants in 2017/18 were eligible for free school meals, down from 13.2% in 2016/17 and below sector levels of 19.8%. There is no available data for the last four years.

Indices of multiple deprivation

20.6% of entrants were the most deprived (IMD Q1) in 2021/22, up from 17.3% in 2016/17 and close to sector levels of 20.5%. The proportion of entrants who were the least deprived has declined from 21.1% in 2016/17 to 18.3% in 2021/22 and compared to 17.7% for the sector.

Sex

52.0% of entrants in 2021/22 were male and 48.0% were female. There has been notable variation over the last two years when the proportion of entrants who are males have ranged between 70.0-48%.

Intersectionality

59.6% of students were the least deprived white students, 33.3% were the most deprived white students and 5.8% were the most deprived minoritised ethnicity students. **Other student groups**

Internal data shows that in 2021/22:

- 7.8% were from military community,
- 5.6% were LGBTQ+,
- 52.0% had parents with no higher education experience,
- 43.0% had a religion or belief,
- 1.1% were estranged,
- 1.1% were transgender,

Other student groups

We are also able to examine outcome gaps for other student groups including students who are LGBTQ+, care experienced, carers, estranged, refugees and from the military community, but student numbers are currently too small for statistical analysis.

3b. Continuation

Age

Data is too limited to comment here.

Association between characteristics of students

Student number too small for analysis.

Disability

83.1% of students with no known disability continued compared to 75.0% of disabled students in 2018/19, with a gap of 8.1pp. Data for the most recent year (2019/20) is not small for analysis. Data by disability type is too small for comment.

Ethnicity

87.5% of students were White in 2019/20, up from 71.8% of students in 2014/15. Data is not available for other ethnicities.

Sex

86.1% of males and 86.3% of females continued in 2019/20, with a gap of 0.2. Over the six years, the average gap was 0.9pp, compared to 1.8pp average sector gap and continuation rates well below those for Hallam: 65.7% of males and 63.9% of females continued for the sector.

Sex with indices of multiple deprivation

The most deprived females had the lowest continuation rates in 2019/20, with 75.0% continuing compared to 93.3% of the least deprived females, a gap of 18.3pp. The gap was 2.1pp in the previous year and average 5.9pp compared to a sector average of 5.0pp. The gap for the most deprived males was 8.9pp with a continuation rate of 84.4%.

Indices of multiple deprivation

A gap of 21.9pp has opened in the most recent year, when 88.6% of the least deprived students continued compared to 66.7% of the most deprived students. This compares to a sector gap of 12.2pp in 2019/20, a gap of 0.9pp in the previous year, and a four-year average gap of 6.0pp.

Underrepresentation in HE

Data is not sufficient to comment here.

Intersectionality

There is not sufficient data to report on intersectionality of part-time students.

Other student groups

We are also able to examine outcome gaps for other student groups including students who are LGBTQ+, care experienced, carers, estranged, refugees and from the military community, but student numbers are currently too small for statistical analysis.

3c. Completion

Overall, 76.8% of students completed in 2015/16 at Hallam compared to 57.5% in the sector. Completion rates have declined since 2010/11 when 79.9% of students at Hallam completed and 58.7% of students in the sector completed.

Age

There was a large gap between the completion rates of young and mature students at Hallam. In 2015/16, the gap was 25.4pp with 96.4% of young students and 71.0% of mature students completing. This is notably larger than a sector gap of 14.5pp. The gap has been more than 20.0pp for the large three years.

Association between characteristics of students

There was not sufficient data to comment on trends.

Disability

In 2015/16, 82.1% of disabled students completed, compared to 76.4% of non-disabled students, a positive gap of +5.7pp, and an average gap over four years of +0.4pp. This compares to a sector average gap of 11.2pp. Data by disability type is too small for analysis.

Ethnicity

There was not sufficient data for analysis.

Free school meals

There was not sufficient data for analysis.

Indices of multiple deprivation

There was a gap of 1.4pp in 2015/16 when 79.7% of students from high participation areas completed compared to 78.3% of students from low participation areas. This compares to a sector

gap of 8.7pp. The four-year average at Hallam. was a 10.5pp gap with the least deprived more likely to complete.

Sex

83.2% of males and 59.7% of females completed in 2015/16, a gap of 23.5pp. The average gap over the six years was 12.7pp compared to a sector average of 0.3pp.

Sex and indices of multiple deprivation

The least deprived females (IMD 345) were least likely to complete in 2015/16 with a gap of 28.5pp between the 54.9% of the least deprived females and 83.4% of the least deprived males. The sector equivalent was 5.1pp, and the four-year average at Hallam was 15.8pp.

Underrepresentation in higher education

There was not sufficient data for analysis.

Intersectionality

There is not sufficient data to report on intersectionality of part-time students.

Other student groups

We are also able to examine outcome gaps for other student groups including students who are LGBTQ+, care experienced, carers, estranged, refugees and from the military community, but student numbers are currently too small for statistical analysis.

3d. Attainment

Overall, 85.6% of part-time students were awarded a 2:1 or 1st degree, compared to 70.5% for the sector in 2021/22.

Indices of multiple deprivation

There was a gap of 12.6pp in 2019/20, the most recent year when we had sufficient data to see outcome gaps, when 89.7% of the most deprived students and 77.1% of the least deprived students were awarded a 2:1 or 1st. Across the sector, the least deprived students are awarded the highest proportion of 2:1 or 1st class degrees, compared to the most deprived, a gap of 15.6pp.

Free school meals

There was not sufficient data for analysis.

IMD with sex / ethnicity

There was not sufficient data for analysis.

Sex

In 2019/20, 93.0% of females were awarded a 2:1 or 1st, compared to 83.3% of male students; a gap of 9.7pp. This compares to a four-year average gap of 5.1pp. In the sector, the trend is reversed with males more likely to be awarded a 2:1 or 1st, and a gap of 5.2pp.

Underrepresentation in higher education

There was not sufficient data for analysis.

Intersectionality

There is not sufficient data to report on intersectionality of part-time students.

Other student groups

We are also able to examine outcome gaps for other student groups including students who are LGBTQ+, care experienced, carers, estranged, refugees and from the military community, but student numbers are currently too small for statistical analysis.

3e. Progression to highly skilled employment or further study

Overall, 92.8% of students progressed at Hallam compared to 79.7% for the sector, with higher progression rates in all four years between 2017/18 – 2020/21.

Age

There wasn't sufficient data for analysis.

Association between characteristics of students

There was not sufficient data for analysis.

Disability

There was not sufficient data for analysis.

Ethnicity

There was not sufficient data for analysis.

Indices of multiple deprivation

In the two years of available comparative gap there was a variable picture. In 2019/20, 91.2% of the least deprived and 90.2% of the most deprived progressed, a gap of 1.0pp. However, in 2017/18, 88.5% of the most deprived compared to 83.3% of the least deprived, a positive gap of 5.2pp. The sector data shows a clear pattern of the least deprived progressing at higher rates than the most deprived, with an average four-year gap of 7.8pp.

School meals eligibility

There was not sufficient data for analysis.

IMD with sex / ethnicity

There was not sufficient data for analysis.

Sex

There was not sufficient data for analysis.

Underrepresentation in higher education

There was not sufficient data for analysis.

Intersectionality

There is not sufficient data to report on intersectionality of part-time students.

Other student groups

We are also able to examine outcome gaps for other student groups including students who are LGBTQ+, care experienced, carers, estranged, refugees and from the military community, but student numbers are currently too small for statistical analysis.

4. Assessment of performance: Apprenticeship students

4a. Access

Overall, our apprenticeship numbers have risen by around 165% over the last five years, from 260 apprenticeship entrants in 2017/18 to 690 in 2021/22.

Apprentices made up 7% of our "access and participation" eligible, home-fee paying undergraduate entrants to Sheffield Hallam University sin 2021/22.

Age

The age profile of apprenticeships has changed; in 2017/18 the majority of apprenticeships (64%) were young students (under 21), compared to 36% mature students. In 2021/22 young students make up 34.8%, whereas mature students make up 65.2%. This does not reflect a sector-wide trend – young apprenticeships have remained constant sector-wide at around 27% for the past 5 years.

Disability

There has been a small increase in the proportion of apprenticeship entrants who declare a disability; 15.9% in 2021/22, up from 11.5% in 2017/18 and compared to 13% in the sector. Disaggregating by disability type, in 2021/22, 8.7% of students declared a disability relating to cognitive and learning, 1.5% declared a mental health related disability and 2.9% declared a disability relating to sensory,

medical and physical. 1.45% of students declared a social & communication disability, and another 1.45% declared multiple disabilities.

Ethnicity

We have seen a decline in the proportion of apprenticeship students from ethnically minoritised backgrounds. The actual number of students has remained fairly constant, but the number of students from a white background has tripled over 5 years from 210 in 2017/18 to 630 in 2021/22.

Disadvantage

There has been no major change by POLAR or TUNDRA quintile over the past 5 years. There was a spike of POLARQ4 apprenticeship students in 2021/22, but this is not a consistent trend. The same is true of IMD data. Access data by Free School Meals (FSM) eligibility shows no trend over the past 5 years. As the majority of apprenticeship students are mature, we are less likely to see individuals with FSM eligibility.

Sex

A growing majority of our apprenticeship students are female, up by 12pp in 5 years, with 30.8% of students being female in 2017/18 rising to 42.9% in 2021/22. The numbers of females accessing apprenticeship places has risen at a faster rate than for male students, with numbers almost tripling in 5 years, while numbers of male students have doubled over the same period.

Intersectionality

Intersectional data suggests that the proportion of entrants who are male and the most disadvantaged is broadly similar to the picture 5 years ago, whilst the proportion of entrants who are females and the most disadvantaged has risen slightly from 12.5% to 16.2% in 2021/22.

4b. Continuation

Age

The continuation rates of mature apprenticeship students have remained around an average of 90.3% from 2016/17 to 2020/21, there has been a slight upwards trend. This compares to continuation rates for young apprenticeship students which have varied around 92.8% over the past 5 years, but with a stronger upwards trend, increasing from a lower of 89.8% in 2016/17 to 94.2% in 2020/21.

Disability

Due to low volumes of data, we cannot provide analysis of apprenticeship continuation rates for the last 5 years, however, in the last 3 years there has not been a statistically significant gap in continuation rates between those that identify as having or not having a disability.

Sex

Female apprenticeship students have experienced more variation in continuation rates over the past 5 years than their male peers, with male continuation rates steady around an average of 92.4%. The main reason for this variation in female continuation rates is a dip of 85.7% in 2016/17, when there was a relatively low volume of female apprenticeship students. If we exclude this year then there is an average continuation gap of around 1.8pp, with female students typically having lower continuation rates than male students.

Disadvantage

Individuals from IMD1 & IMD2 (the most deprived students) have reduced the gap in continuation rates between themselves and those in IMD3-5 (least deprived). The gap was 9.2pp in 2016/17 and this has shrunk to -0.1pp in 2020/21. We do not have 5 full years of POLAR & TUNDRA figures due to low volumes of POLAR1-2 & TUNDRA1-2. However, the four years of figures we have indicate a consistent gap. There is insufficient data for analysis by FSM eligibility.

Intersectionality

The only sufficient levels of data for statistical analysis were in IMD & Sex intersection. There was no significant difference that is not already accounted for in sex.

Other student groups

We are also able to examine outcome gaps for other student groups including students who are LGBTQ+, care experienced, carers, estranged, refugees and from the military community, but student numbers are currently too small for statistical analysis.

4c. Completion

Age

Over the 2 years of data there has been a gap, with mature apprentice students having lower completion rates. This gap grew from 3.3pp to 11.7pp in 2017/18.

Sex

With only 2 years of sufficient data there is no identifiable trend, additionally there is no significant difference in either year. In 2016/17 there was a 3.3pp gap (with females having a completion rate of 86.7% and males a completion rate of 90%). In 2017/18 the gap shrank to -2.7pp, as female completion rates remained the same, but male completion rates dropped below 84%.

Ethnicity

We only have one year of sufficient data, but in that year (2017/18) there was an 8.5pp gap between apprenticeship students from a minoritised ethnicity background and those from a white background.

Disadvantage

In 2016/17 there was a statistically significant gap between IMD 1&2 and IMD 3-5 of 18.3pp (with IMD12 having 75% completion, compared to 93.3% in IMD 3-5). In the following year this gap shrank to -2.2% There was no discernible gap in 2017/8 by POLAR or TUNDRA measures.

Other student groups

We are also able to examine outcome gaps for other student groups including students who are LGBTQ+, care experienced, carers, estranged, refugees and from the military community, but student numbers are currently too small for statistical analysis.

4d. Attainment

Age

There is no difference between young or mature apprenticeship student attainment.

Sex

With only 2 years of sufficient data there is no identifiable trend, additionally there is no significant difference in either year.

Disadvantage

Across IMD & POLAR there was a decrease in attainment in the lower quintiles, from 89.2% in 2020/21 to 85.7%, while POLAR quintile 3 to 5 have remained around 91%. IMD12 saw a similar decrease from 90% to 87.5% over the same years, while IMD345 remained at 91%. There is insufficient data for analysis by FSM eligibility.

Intersectionality

The limited data indicates that male IMD 3-5 (least deprived males) apprenticeship students have the highest attainment, but there is not a statistically significant gap with other intersections.

Other student groups

We are also able to examine outcome gaps for other student groups including students who are LGBTQ+, care experienced, carers, estranged, refugees and from the military community, but student numbers are currently too small for statistical analysis.

4e. Progression

Age

Mature apprenticeship students had 2.5pp higher progression rates to HS employment in 2019/20, which narrowed slightly to 2.1pp in 2020/21.

Sex

In 2019/0 female apprenticeship students had a 10.8pp higher rate of progression to HS employment, compared to males. In 2020/21 males had a 5.5pp higher progression rate than females. This indicates high variability, with no overall trend.

Other student groups

We are also able to examine outcome gaps for other student groups including students who are LGBTQ+, care experienced, carers, estranged, refugees and from the military community, but student numbers are currently too small for statistical analysis.

Annex B: Further information that sets out the rationale, assumptions and evidence base for each intervention strategy that is included in the access and participation plan.

Our approach to evaluation:

- We will be clear at the beginning of evaluation projects about how findings and outcomes are to be used and how they will feed into and inform practice and delivery rather than seeing evaluation as a *post hoc* accountability process.

- We will use evaluation as an important opportunity to consider, review, and develop impactful interventions in the APP context.

- We will take an evidence-informed approach to evaluation (where suitable evidence exists) and identify evidence gaps. We will attempt to address knowledge and evidence gaps in our evaluation designs where possible.

- We will employ a range of evaluation approaches and methods (as appropriate for the intervention and the use to which evaluation findings will be put). We will also explore and pilot a wide range of potentially productive evaluation methodologies (for example, those in the TASO Small n Evaluation guidance). We will adopt a meta-evaluation approach and report on the contribution these new or unfamiliar evaluation approaches make to knowledge generation and evaluation practice in the APP context.

- We will explore alternatives to questionnaires and surveys as primary ways of gathering evaluation data, including creative approaches.

- We will develop and use effective evaluation methods to achieve evaluation objectives to minimise the burden on staff and students.

- We will continue to develop an evaluative mindset to support and guide colleagues in designing and conducting their own evaluation projects. We will provide appropriate resources, tools, training and targeted support as required.

- We will acknowledge and report failures and null results to contribute to sector learning outcomes, including failed evaluation projects.

- We will take a collaborative and participatory approach to evaluation and prioritise students' involvement as advisors or co-collaborators in key evaluation projects.

- We will recognise and valorise the professional experience and expertise of practitioners.

- We will seek to collaborate with colleagues across the university and the wider HE sector to develop and implement evaluation and disseminate evaluation outcomes.

- We align with and endeavour to embody the principles of the Evaluation Collective manifesto https://evaluationmanifesto.wordpress.com/

A full list of our guiding evaluation principles, rationale and plans for implementation are available on our website.

Our commitment to research, evaluation and knowledge production

Although there is a wide range of emerging evidence, as a sector we are still some way from understanding some of the complex/wicked problems that we are committing to tackle in our APP. In many cases, we still do not know for sure 'what works,' for whom, in the specific circumstances of this university. We also do not yet have a comprehensive picture of how and why these issues arise.

For this reason, we have committed to baseline evaluation approaches for the interventions listed in our strategies, but we are taking an iterative approach, and we know that we may have to change the focus or direction of our evaluation depending on what we learn. This may result in changes to our evaluation approaches and methods, and to the proposed evidence publication timescales.

Moreover, some of our interventions are based on approaches for which there is relatively little evidence or relevant research (for example our work to address issues around access, continuation, and outcomes for disadvantaged white males). For this reason, we see research and evaluation as a core part of our activities; we are committed to working with students as co-researchers and stakeholders in our evaluation activities. We have identified areas of focus for the first two years of our plan and will research and evaluate to address key research questions:

- How do we evaluate changes to institutional culture that benefit students and staff?

- How do we reach disengaged student groups (e.g. disadvantaged white males) who are less likely to
  pro-actively seek help and access support provision (e.g. around mental health)?

- How do we target and reach disadvantaged white males to ensure that our interventions have most impact on this target group?

We are also committed to embedding evaluation in practice in a virtuous circle. Our key interventions will be underpinned by a regular 'review and reflect' cycle in which we review evaluation outcomes and consider its implications for our practice, but also whether our evaluation approach serves practice. Where this is not the case, we will revise our evaluation approach.

We are committed to disseminating our evaluation outcomes, learning, knowledge and failures. Although we will seek opportunities to disseminate findings through publications, blog posts, and conference presentations, we will launch an annual institutional digest journal of our evaluation and evidence findings. This will be published externally for a sector audience via our evaluation repository and webpages. It will include interim findings and learning from ongoing projects, as well as outcomes from concluded evaluation and research. This will focus primarily on communicating the outcome of knowledge production and reflections on how findings can be generalised across other disciplinary or institutional contexts.

Evaluation base and rationale for intervention on educational ecosystem and school attainment:

Support for HE Decision-making:

There is evidence (e.g. Hannon et al. 2017) that a student's socio-economic and cultural context shapes their 'capability set' informing their HE decision-making. There are gaps and limitations in IAG provision (Thomson 2020), but IAG is vital to help students make effective decisions (Haynes et al 2012; DCSF 2009). Schools may lack resources or expertise to support HE decision-making following provision changes in 2012 (Garforth 2016; Chadderton 2015). This is often the case for first generation students (Hunt et al 2018; Combs 2022) and we know that parental experience of HE increases chances of progression. For this reason, our outreach activities include both information giving activities and support for helping to interpret and use this information.

Family and friends can be important influences on decision-making. We have chosen to target parents in some of our interventions, as there is evidence that engaging parents can increase their support for their children (Fischer et al. 2017; Houghton 2005).

Helping students to increase their knowledge of HE and addressing misconceptions:

TASO (2023) links socio-economic class and HE orientation, noting that expectations fall as students get older and that there is a correlation between HE beliefs and aspirations. Other research suggests that some students may have unrealistic expectations about the nature of HE (e.g. Jones 2018) and that a failure to manage expectations can lead to students dropping out (Longden 2007; Fitzgibbon and Prior 2003; Briggs et al, 2012; Tranter 2003).

Our interventions are designed to address this inequality in access to experienced HE advice, by ensuring that participants are supported to both have HE experience and reflect on that experience to increase their knowledge and develop realistic expectations.

Support for the HE application process:

Students without support and advice often do not make the optimum application choices (Wyness 2017). Evidence shows that support with decision-making via outreach programmes can help mitigate this (McCabe et al. 2022).

Our outreach programmes also support participants with making effective applications, especially where we know that courses are competitive, through support with the mechanics of the UCAS form and creating an impactful personal statement.

Increasing academic confidence:

In a school setting, pupil expectations about the future impact on their outcomes (Anders and Micklewright 2015; Hughes et al 2016). Evidence suggests that there is a link between academic confidence and outcomes in HE. By helping students develop their academic skills during the outreach phase, we can help students develop a positive learner identity (Briggs et al. 2012). Osterman (2000) suggests that a learner's sense of belonging is linked with their sense of engagement with the academic process. For this reason, our outreach interventions include a strong academic focus to help participants develop both academic skills and confidence.

Helping to develop a sense of belonging and fit:

For disadvantaged and under-represented students, HE can be an alien cultural environment (*habitus*) (O'Shea 2020, Reay et al 2005). Evidence suggests that a mismatch in cultural capital and habitus can encourage disadvantaged and under-represented students to believe that HE is not for them or that they would not fit or belong (Reay 2001; Reay et al. 2009; Reay et al 2010). This can also be the case for some middle-class students (Whitty 2010).

Some disadvantaged students described social difficulties in developing a sense of belonging (Thiele et al. 2017; Read et al. 2003). Peer-mentoring students can increase their integration in HE environment (Collings et al 2013; Pitkethy and Prosser 2001). We also include campus visits and campus-based activities in our interventions because the evidence suggests that this can help create familiarity with HE and increase a sense of belonging (Moore et. al 2013; Baker 2020).

Transition and preparation for success:

There is a 'hidden curriculum' of knowledge needed to succeed in HE, some students may not have access to it (Kourtsouris et al. 2021; Hinchcliffe 2020; Killick 2016) and some students will lack the skills they need to succeed (Thomas 2013). Students' ability to develop HE-relevant academic competence can be crucial to their retention (Ryan and Glenn 2002; Nicholson et al. 2013). The meaning of 'independent learning' is often not made clear to students (Macaskill and Taylor 2010) and explicitly supporting this can help them (Fazey and Fazey 2001). There is a distinction between the self-management/executive function and academic skills required to do well (Brooman and Darwent 2014). There can also be identity dissonance, with students required to build a new learner identity to bridge their pre-HE and student selves (Perry and Allard 2003).

Our activities are designed to build pre-arrival familiarity with HE because realistic expectations can help students to prepare for HE (Money et al. 2017). Students who have experienced HE learning (e.g. through taster sessions) are more likely to develop increased confidence (Jones 2018), which in turn supports their academic success.

Supporting attainment raising:

TASO's (2023) literature review confirms that disadvantaged students are more likely to get lower outcomes than their more advantaged peers, a situation which is apparent across all stages of education and was exacerbated by the COVID-19 pandemic (e.g. EPI 2023).

Partnership with schools and other regional bodies is an important part of our strategy to support raised attainment and outcomes from the earliest point in the educational journey.

This is a complex landscape, and we draw on a wide range of evidence and evaluation. Research indicates, for example that teaching meta-cognition and self-regulated learning helps students experiencing disruption (Pountney 2023; Pountney et al. 2021). A national evaluation (EEF 2017) of the Children's University found that it increased key stage 2 maths and reading results by about 2

months, and had a positive impact on non-cognitive outcomes, such as teamwork, social responsibility, and aspirations. Our own regional data shows that children who participate in the Sheffield Children's University have better educational outcomes than their peers.

Evaluation base and rationale for intervention on Black students:

Create inclusive courses and curricula:

Ethnically minoritised students can feel their experiences are not reflected in their HE curricula (Hatton 2012; Morreira et al 2020). An inclusive curriculum that reflects the experience of a diverse student population supports their academic engagement (Thomas 2016) and their sense of fit and belonging within the curriculum (Pedler et al. 2021; Cohen and Viola 2022). Hatton (2012) argues that a focus on inclusive curriculum is preferable to targeted interventions for individual student groups. Thomas (2011) provides a useful list of aspects that should be considered when engaging students in their own learning, which includes ensuring activities reflect the needs and interests of all students, are flexible, ongoing, and integrated into core activities.

There is also evidence that traditional HE assessment approaches have failed to meet the needs of a diverse student population (McArthur 2016). Indeed, students feel more supported when a range of methodologies are offered (Morris et al 2019), or when engaged in group work and discussing assessment requirements with their tutor (Cureton 2012) and this flexibility can increase student engagement (Wanner et al 2021). Similarly, Woolf (2004) and O'Donovan et al (2004) suggest that assessment criteria are often opaque and unhelpful for students. Inclusive approaches, such as working through assessment criteria with an example can increase their confidence (Scott 2017; Bloxham and West 2004). Alsop and Gardener (2019) present a useful typology of feedback types. Their investigation of the impact of feedback types on different student groups did not identify any significant differences in terms of ethnicity but note that a larger study may be required to do so.

Disseminate inclusive learning and teaching case studies:

Inclusive learning, teaching and assessment is a complex area, with many variables (e.g. disciplinary frameworks and contexts, the demographic of the student population taking a course). The typologies above focus on teaching and pedagogic approaches, relationships between lectures and students and assessment and feedback as domains in which interventions can make a difference. Our own institutional research has identified a range of good practice, but also departments at the start of a process towards greater inclusivity.

In a time-pressured and resource-limited environment it may not be possible for academic staff to fully engage with the literature. We will 'package' examples of good practice, along with recommendations for how it might be translated into different contexts.

Decolonising the curricula:

There are a range of approaches designed to create more inclusive reading lists to include a more diverse range of perspectives and authors from different global contexts (Bird and Pitman 2019; McGuin 2020). This process is likely to be discipline specific and require a collaborative approach consideration of module design (Begum and Saini 2019) and broader curriculum content (Arday et al. 2021), as well as understanding the different perspectives of staff, and students of different ethnic identities (Winter et al 2024).

Involve students as co-creators of inclusive teaching practice and curricula:

Ethnically minoritised students often engage with HE in different ways than white peers (Cureton and Gravestock 2019). Staff and student co-creation can help build a positive relationship between the two groups across the curriculum (Ansley and Hall 2019). Researchers have pointed to the importance of developing and training staff to engage confidently and productively in co-creation activities with students (Ansley and Hall, 2019). Another benefit of this approach is that engaging with staff and the institution (e.g. through a co-creation approach) can support positive psycho-social identity work and help students feel part of their institution (Thomas 2011).

There are different ways of effectively creating an approach for student engagement in learning and teaching (Bovil et al. 2016). Hatton (2012), for example, describes a model of co-creation in which students took an active role in selecting and presenting texts. Cook-Sather et al. (2014) define partnership in this context as 'a collaborative, reciprocal process through which all participants can contribute equally, although not necessarily in the same ways, to curricular or pedagogical conceptualization, decision-making, implementation, investigation, or analysis' (pp.6-7). Similarly, Ansley and Hall (2019) describe a form of co-creation where 'student voices are acknowledged with the same credence given to those of academic and professional staff at the University, with their perspectives and experiences equally valued and respected' (p.2).

Staff development as equity accomplices:

Student-personal tutor relationship is dependent on the individual tutor (McFarlane 2016). Effective training of personal tutors (and therefore staff who support students) is important to strengthen their confidence and perceived competence (McFarlane 2016; Walker 2022). Moreover, the sense of being 'known' and 'mattering' via a relationship with university staff can help students adapt to the HE environment and develop a sense of belonging (Bamber and Tett 2001; Van Hoof and Westall 2016). Milner 2011 points to the importance of staff building relationships with students to better understand them and their experiences. This depends on tutors' (and other student-facing staff) understanding the context and experiences of a diverse student population, to support individual engagement.

Financial support for Black British Students:

Currently there is limited evidence or research about the impact of financial support on ethnically minoritised students, particularly in terms of work to close the attainment gap, but this is an area we will continue to explore through a student co-researcher project.

Evaluation base and rationale for intervention for student mental health:

Students have different experiences of getting reasonable adjustments put in place

There is evidence that, while HE providers are aware of their obligations and committed to inclusive practice, there can be occasions when students face challenges in getting the support and learning agreements they need in place (e.g. Spier and Natalier 2020; Toutain 2019). There can also be instances where it is not clear for an HE institution what constitutes a reasonable adjustment (e.g. Cameron et al 2019; Riddell and Weedon 2006) or how best to implement support (Moriña et al. 2020; Little et al, 2023; Kendall, 2016).

Reasonable adjustments may be required to provide additional support for students with mental health conditions / mental ill-health.

A TASO (2024b) review of the evidence (which focused primarily on counterfactual trial-based evaluations) found a potential benefit of academic-focused interventions that change curricula and assessment processes. Delany et al. (2016) and Halloran et al. (2017) evaluated curriculum and assessment interventions for supporting positive student mental health and found some benefits.

Students may require additional support to self-manage their mental health and well-being in an HE context.

Research indicates that students are likely to experience a range of specific stressors while in HE. This includes specific stress around starting and transitioning into university, HE-specific social pressures, loneliness and homesickness, academic and financial pressure, external demands such as caring or working responsibilities and managing the difference between their expectations and the reality of HE life (Mind 2024). This can be exacerbated by stress, exhaustion and maladaptive practices such as irregular sleep, poor nutrition and limited exercise (White et al. 2019).

There may also be factors discouraging students from seeking help with mental ill-health. International literature suggests this could be down to perceptions of stigma around mental health (e.g. Gulliver et al. 2019), because students prefer to self-manage their ill-health (Brown 2017) or because students may not perceive their mental ill-health as requiring professional help.

TASO (2024a) have gathered evidence (again, primarily from an international context) which suggests that 'psycho-education' can be preventative in pro-actively raising awareness and signposting services, as well as reducing perceived stigma. Various evaluations have pointed to the positive impact of these active interventions, designed to train students to understand and self-manage their mental health and well-being (Houston et al. 2018; Yang et al. 2020; Smeets et al. 2014). There is also evidence that students engage with provided resources and that various aspects of their mental health benefit as a result (Geisner et al 2006; Bruhns et al. 2021, Ellis 2011)

Students struggling with their mental health may have additional difficulties in engaging with their academic studies.

There is an emerging body of work exploring the links between student mental ill-health and academic outcomes. Much of this is international (e.g. Lipson and Eisenburg 2018; Eisenberg et al. 2009). In a UK setting, Mackaskill (2018) suggested that 'distressed' students are more likely to worry about their course work, careers and debt than well students. Some issues may be exacerbated by students engaging in maladaptive behaviours (e.g. substance misuse) to cope with mental ill-health or stress (Deasy et al. 2014) or perceiving a stigma about accessing support (Cage et al. 2020). There is some evidence that supporting students with self-care and self-management of their mental health can support improved academic outcomes (e.g. Barrable et al. 2018).

Positive academic outcomes can help support students' mental health and wellbeing.

There is some evidence that students developing a positive academic identity can positively impact on their wellbeing (e.g. Donovan and Erskine-Shaw 2020), reduce academic stress (Michie et al. 2001) and is associated with positive academic emotions (Sander and de la Fuente 2022).

Financial support can help reduce the amount of financial stress and strain students experience and reduce the time they need to dedicate to part-time work.

There are a range of studies exploring the connection between financial stress and mental ill-health. McCloud and Bann (2019) in a rapid literature review identified a consistent relationship between higher debt and worse mental health. Similarly, in a UK context, Richardson et al 2016 looked at the impact of perceived debt, financial stress and mental health finding a correlation. In a US context, Peltz et al. 2021 pointed to a relationship between the need to work and sleep disturbance, which in turn negatively impacted on student's mental health.

Students with mental ill-health can often benefit from engaging in social activities

Although there is mixed evidence in the impact of social prescribing approaches, some of the negative assessments tend to take issue with the evaluation approach, where this is not a causal trial-based design (e.g. Bikerdike et al. 2017; Pesheny et al. 2020). Elsewhere however, there is emerging evaluation approaches that suggest positive outcomes for adult learners (Aleynikova et.al 2022) and UK FE students (AOC 2023). There is also evolving work to address evaluation concerns by developing a realist framework that can be used evaluate social prescribing (Davies et al. 2023; Wallace et al. 2022).

Evaluation base and rationale for intervention on white males from deprived areas:

Pre-Access Context:

Educational Context

Despite challenges in defining and identifying 'white working-class boys', including implications for targeting interventions (e.g. Barrs et al. 2016), there is clear evidence of poor HE access rates (16%) for economically disadvantaged males (by FSM). Lower educational performance is apparent earlier in the educational lifecycle. (UK Parliament 2021). A report for SUN (Gagon and Higham 2017) suggests that white working-class males are likely to be outside of an HE pipeline by age 16 via work-based provision or FE. This report also found that at this age, white working-class males were likely to be less convinced of their interest in HE or the realism of it as an option for them.

Aspirations and Expectations

Harrison and Waller (2018) use the lens of possible selves theory to argue that for many disadvantaged students, the issue is not their aspiration to progress to HE, but their expectation that this is realistic for them. Research by Go Higher West Yorkshire suggested that the economically disadvantaged white males they interviewed were supported by their parents and generally had positive HE aspirations but that they often struggled to access the material resources required for study, such as computers or specific equipment that would support them (GHWY 2021).

Social and Cultural Capital

Disadvantaged males may also have had less access to social and cultural capital than their more advantaged peers, which some analysis has suggested acts as a barrier to HE progression (e.g. Reay et al. 2001; Reay et al. 2009; Reay et al. 2010; Crozier et al. 2008). Stakeholders interviewed by GHWY (2021) suggested that working-class males may be disengaged from education and may feel pressure to seek employment rather than HE or that HE might be a poor form of investment (Barrs et al. 2016; Raven 2018).

Cultural and community context

There is an increasing interest in the impact of community context on HE progression (e.g. Raven 2018). Blower (2020), for example, argues that white working-class males did not lack aspiration but that progression expectations are mediated by 'relational engagement with intergenerational experiences of education and work' in their immediate cultural and community context.

Student Experience and Progression Context

Academic and Social Transition

There is a range of research suggesting that social class and the different levels of social and cultural capital associated with different positions can negatively impact HE transition and feelings of fit and belonging for working-class students attempting to navigate the middle-class environment of many universities (Reay et al. 2009; Finnegan and Merrill 2017; Lehman 2014; Leathwood and O'Connell 2003).

The pressure of identity work

There is also a body of research focusing on the challenges of identity negotiation and identity work generated when disadvantaged white males enter HE, on the grounds of class, gender (Stahl 2013; Stahl 2014; Stahl 2015) and ethnicity (Cabera 2012) which can negatively impact on retention, experience and outcomes.

Both aspects (transition and identity work) can impact on retention, student experience and consequently academic outcomes (e.g. Rubin 2012; Thomas 2002; Williams and Robers 2023; Archer 2005).

Mental Health

The disadvantaged white males interviewed in GHWY (2021) also suggested that mental health and social pressures discouraging them from seeking support might be an issue for male students. This integrates with our students' mental health intervention strategy.

Annex D: Hallam Students' Union response to the APP

Hallam Students' Union

Sheffield Hallam University has actively collaborated with us in the development of the University's Access and Participation Plan (APP), facilitated by access to relevant data and involvement in key workshops and conferences. We support the university's focus on the four main risk areas; the pre-HE ecosystem, minoritized ethnicity students, student mental health, and disadvantaged white males, whilst emphasising the overarching impact of the cost of living. We've been impressed with how thoroughly the research has been examined and how well the university knows their students. The identified interventions are credible and evidence-based, and we hope and expect to see student voice prioritised & transparent reporting throughout. A mid-cycle review of the APP would be welcomed, as we've acknowledged that there could be more ambitious targets as the financial situation evolves. HSU looks forward to continued collaboration on this work with the university.

Annex E: Acronyms used in this document

ABCS	Associations Between Characteristics of Students
A level	Advanced level
APP	Access and participation plan
Cara	the Council for At-Risk Academics
CPD	Continuing Professional Development
CU	Children's University
DFE	Department for Education
DSA	Disability Support Allowance
EEDI	Equity, Equality, Diversity and Inclusion
EORR	Equality of Opportunity Risk Register
FSM	Free School Meals
HE	Higher Education
Hepp	Higer Education Progression Partnership
HeppSY	Higher Education Progression Partnership South Yorkshire
HS	Highly Skilled
IAG	Information, advice and guidance
IMD	Indices of Multiple Deprivation
KPI	Key Performance Indicator
KS1 – KS2	Key Stage 1 – Key Stage 2
LGBTQ+	Lesbian, Gay, Bisexual, Trans, Queer or Questioning
LPN	Low participation Neighbourhoods
NNECL	National Network for the Education of Care Leavers
OFS	Office for Students
POLAR	Participation Of Local Areas,
P.P.	Percentage points
PVC	Pro Vice Chancellor
Q1	Quarter 1
SCR	Sheffield City Region
SEC	Socio-Economic Classification
SEND	Special education needs and disabilities
SHU	Sheffield Hallam University
STEER	Student Evaluation, Engagement and Research
SU	Students Union
SY	South Yorkshire
Toc	Theory of Change
TUNDRA	Tracking underrepresentation by area
UG	Undergraduate
UTC	University Technical College

Annex F: References

Intervention 1: Educational ecosystem and raising attainment in schools:

Anders, J., & Micklewright, J. (2015). Teenagers' expectations of applying to university: how do they change? *Education sciences*, *5*(4), 281-305.

Baker, Z. (2020). The vocational/academic divide in widening participation: the higher education decision making of further education students. *Journal of Further and Higher Education*, *44*(6), 766-780.

Briggs, A. R., Clark, J., & Hall, I. (2012). Building bridges: understanding student transition to university. *Quality in higher education*, *18*(1), 3-21

Brooman, S., & Darwent, S. (2014). Measuring the beginning: A quantitative study of the transition to higher education. *Studies in Higher Education*, *39*(9), 1523-1541.

Chadderton, C. (2015). The New Statutory Requirements in Careers Guidance in England and the Implications for Careers Provision under the Coalition Government. *London Review of Education*, *13*(2), 84-97.

Collings, R., Swanson, V., & Watkins, R. (2014). The impact of peer mentoring on levels of student wellbeing, integration and retention: a controlled comparative evaluation of residential students in UK higher education. *Higher Education*, *68*, 927-942.

Department for Children, Schools and Families (DCSF). (2009). Quality, choice and aspiration: a strategy for young people's information, advice and guidance. Available at https://dera.ioe.ac.uk/id/eprint/10567/1/IAG-Report-v2.pdf

EEF (Educational Endowment Foundation). (2017). Children's University: Evaluation report and executive summary. Available at https://d2tic4wvo1iusb.cloudfront.net/production/documents/projects/Childrens_University.pdf?v=1718712053

EPI (Education Policy Institute). (2023). *Annual Report*. Available at https://epi.org.uk/annual-report-2023/

Fazey, D., & Fazey, J. (2001). The potential for autonomy in learning: Perceptions of competence, motivation and locus of control in first-year undergraduate students. Studies in Higher Education,26(3), 345–361

Fischer, S., Barnes, R. K., & Kilpatrick, S. (2019). Equipping parents to support their children's higher education aspirations: A design and evaluation tool. *Educational review*, *71*(2), 198-217.

Fitzgibbon, K., & Prior, J. (2003, April). Student expectations and university interventions: A timeline to aid undergraduate student retention. In *BEST Conference: Creativity and Innovation in Academic Practice, Brighton, 9-11 April 2003*.

Garforth, G. (2016). *School control of information, advice and guidance during transition: a two-year study into post-16 student decision-making* (Doctoral dissertation, University of Nottingham).

Hannon, C., Faas, D., & O'Sullivan, K. (2017). Widening the educational capabilities of socio-economically disadvantaged students through a model of social and cultural capital development. *British Educational Research Journal*, *43*(6), 1225-1245.

Haynes, G., McCrone, T., & Wade, P. (2013). Young people's decision-making: The importance of high-quality school-based careers education, information, advice and guidance. *Research papers in education*, *28*(4), 459-482.

Hinchcliffe, T. (2020). The hidden curriculum of higher education. *The Hidden Curriculum of Higher Education*, 3.

Houghton, A. M. (2005). Who Needs Outreach to Widen Participation? *Widening Participation and Lifelong Learning*, *7*(3), 1-11.

Hughes, D., Mann, A., Barnes, S. A., Baldauf, B., & McKeown, R. (2016). Careers education: International literature review. EEF

Jones, S. (2018). Expectation vs experience: might transition gaps predict undergraduate students' outcome gaps? *Journal of Further and Higher Education*, *42*(7), 908-921.

Killick, D. (2016). The role of the hidden curriculum: Institutional messages of inclusivity. *Journal of Perspectives in Applied Academic Practice*, *4*(2).

Koutsouris, G., Mountford-Zimdars, A., & Dingwall, K. (2021). The 'ideal' higher education student: Understanding the hidden curriculum to enable institutional change. *Research in Post-Compulsory Education*, *26*(2), 131-147.

Longden, B. (2006). An institutional response to changing student expectations and their impact on retention rates. *Journal of higher education policy and management*, *28*(2), 173-187.

Macaskill, A., and E. Taylor. 2010. The development of a brief measure of learner autonomy in university students. Studies in Higher Education35, no. 3: 351–59

McCabe, C., Keast, K., & Kaya, M. S. (2022). Barriers and facilitators to university access in disadvantaged UK adolescents by ethnicity: a qualitative study. *Journal of Further and Higher Education*, *46*(10), 1434-1446.

Money, J., Nixon, S., Tracy, F., Hennessy, C., Ball, E., & Dinning, T. (2017). Undergraduate student expectations of university in the United Kingdom: What really matters to them? *Cogent Education*, *4*(1), 1301855.

 Moore, J., Sanders, J., & Higham, L. (2013). Literature review of research into widening participation to higher education. *Report to HEFCE and OFFA. AimHigher Research & Consultancy Network*.

Nicholson, L., Putwain, D., Connors, L., & Hornby-Atkinson, P. (2013). The key to successful achievement as an undergraduate student: confidence and realistic expectations? *Studies in higher education*, *38*(2), 285-298.

O'Shea, S. (2021). "Kids from here don't go to uni": Considering first in family students' belonging and entitlement within the field of higher education in Australia. *European Journal of Education*, *56*(1), 65-77.

Osterman, K.F. (2000) 'Students' need for belonging in the school community', Review of Educational Research, 70, 3: 323-367

Perry, C. & Allard, A., 2003, 'Making the connections: transition experiences for first-year education students' Journal of Educational Enquiry,4(2), pp. 74–89

Pitkethly, A. & Prosser, M. (2001). The first-year experience project: a model for university-wide change, Higher Education Research and Development,20(2), pp. 185–98

Pountney, R. (2023). A "Curriculum of Hope": Designing and Evaluating a Remote Mentoring Program for Pupils in a Pandemic. *ECNU Review of Education*, *6*(1), 33-56.

Pountney, R., Booth, J., & Campbell, R. (2021). Evaluation of the GROW programme report. Available at https://blogs.shu.ac.uk/grow/files/2022/02/GROW-Programme-Evaluation-preliminary-report-Final-v2.pdf

Read, B., Archer, L., & Leathwood, C. (2003). Challenging cultures? Student conceptions of' belonging' and 'isolation' at a post-1992 university. *Studies in higher education*, *28*(3), 261-277.

Reay, D. (2001). Finding or losing yourself?: working-class relationships to education. *Journal of education policy*, *16*(4), 333-346.

Reay, D., Crozier, G., & Clayton, J. (2009). 'Strangers in paradise'? Working-class students in elite universities. *Sociology*, *43*(6), 1103-1121.

Reay, D., Crozier, G., & Clayton, J. (2010). 'Fitting in' or 'standing out': Working-class students in UK higher education. *British educational research journal*, *36*(1), 107-124.

Reay, D., David, M. E., & Ball, S. J. (2005). *Degrees of choice: Class, race, gender and higher education*. Trentham books

Ryan, M. P., & Glenn, P. A. (2002). Increasing one-year retention rates by focusing on academic competence: An empirical odyssey. *Journal of College Student Retention: Research, Theory & Practice*, *4*(3), 297-324.

TASO. (2023). Rapid review to support the development of the Equality of Opportunity Risk Register (EEOR). https://www.officeforstudents.org.uk/media/2c6a1cfc-cec3-4368-957f-8ea546238616/taso-rapid-review.pdf

Thiele, T., Pope, D., Singleton, A., Snape, D., & Stanistreet, D. (2017). Experience of disadvantage: The influence of identity on engagement in working class students' educational trajectories to an elite university. *British Educational Research Journal*, *43*(1), 49-67.

Thomas, L. (2013). What works? Facilitating an effective transition into higher education. *Widening Participation and Lifelong Learning*, *14*(1), 4-24.

Thompson, D. W. (2020). Aspirations and ambiguities–the need for focused IAG for school pupils considering progression to higher education (HE). *Journal of Further and Higher Education*, *44*(7), 911-924.

Tranter, D. (2003, July). Fish out of Water": students from disadvantaged schools and the university experience. In *Creating Spaces: Interdisciplinary Writings in the Social Sciences Conference, Canberra* (pp. 17-18).

Whitty, G. (2001). Education, social class and social exclusion. *Journal of education policy*, *16*(4), 287-295.

Wyness, G. (2017). Rules of the Game: Disadvantaged Students and the University Admissions Process. *Sutton Trust*.

Intervention 2: Black students:

Alsop, S., & Gardner, S. (2019). Understanding attainment disparity: The case for a corpus-driven analysis of the language used in written feedback information to students of different backgrounds. *Journal of Writing Analytics*, *3*, 38-68.

Ansley, L., & Hall, R. (2019). Freedom to Achieve: addressing the attainment gap through student and staff co-creation. *Compass: Journal of Learning and Teaching*, *12*(1).

Arday, J., Zoe Belluigi, D., & Thomas, D. (2021). Attempting to break the chain: Reimaging inclusive pedagogy and decolonising the curriculum within the academy. *Educational Philosophy and Theory*, *53*(3), 298-313.

Bamber, J. and Tett, L. 2001 . Ensuring integrative learning experiences for nontraditional students in higher education. *Widening Participation and Lifelong Learning*, 3 (1) : 8 – 18

Begum, N., & Saini, R. (2019). Decolonising the curriculum. *Political Studies Review*, *17*(2), 196-201.

Bird, K. S. and L. Pitman (2019). "How diverse is your reading list? Exploring issues of representation and decolonisation in the UK." Higher Education: 1-18.

Bloxham, S., & West, A. (2004). Understanding the rules of the game: marking peer assessment as a medium for developing students' conceptions of assessment. *Assessment & Evaluation in Higher Education*, *29*(6), 721-733.

Bovill, C., A. Cook-Sather, P. Felten, L. Millard Moore-Cherry, N. (2016). "Addressing potential challenges in co-creating learning and teaching: Overcoming resistance, navigating institutional norms and ensuring inclusivity in student–staff partnerships." 71(2): 195-208.

Cohen, E., & Viola, J. (2022). The Role of Pedagogy and the Curriculum in University Students' Sense of Belonging. *Journal of University Teaching and Learning Practice*, *19*(4), 6.

Cook-Sather, A., C. Bovill and P. Felten (2014). Engaging students as partners in learning and teaching: A guide for faculty, John Wiley & Sons.

Cousins, G. and D. Cureton (2012). Disparities in student attainment: The University of Wolverhampton final report. Available at Disparities in student attainment: The University of Wolverhampton final report (openrepository.com)

Cureton, D. (2012). Inclusive assessment approaches: Giving students control in assignment unpacking. London: Paul Hamlyn Foundation.

Cureton, D. and P. Gravestock (2019). We Belong: differential sense of belonging and its meaning for different ethnicity groups in higher education. Available at https://wlv.openrepository.com/handle/2436/622733

Davis, A., & Mirick, R. G. (2022). Microaggressions in social work education: Learning from BSW students' experiences. *Journal of Social Work Education*, *58*(3), 431-448.

Gooding, A., & Mehrotra, G. R. (2021). Interrupting White supremacy in field education: Experiences of microaggressions in placement settings. *Advances in Social Work*, *21*(2/3), 311-330.

Hatton, K. (2012). Considering diversity, change and intervention: How the higher education curriculum looked in on itself. *Widening Participation and Lifelong Learning*, *13*(1), 34-50.

McArthur, Jan. 2016. "Assessment for Social Justice: The Role of Assessment in Achieving Social Justice." *Assessment & Evaluation in Higher Education* 41 (7): 967–981.

McFarlane, K. J. (2016). Tutoring the tutors: Supporting effective personal tutoring. *Active Learning in Higher Education*, *17*(1), 77-88.

McGuinn, K. (2020). "Broaden my Bookshelf: working with the University of Huddersfield SU to tackle the attainment gap." ALISS Quarterly 15(2): 3-5.

Milner, H. R. (2011). Culturally relevant pedagogy in a diverse urban classroom. *The Urban Review*, *43*, 66-89.

Morreira, S., Luckett, K., Kumalo, S. H., & Ramgotra, M. (2020). Confronting the complexities of decolonising curricula and pedagogy in higher education. *Third World Thematics: A TWQ Journal*, *5*(1-2), 1-18.

Morris, C., Milton, E. & Goldstone, R. (2019). Case study: suggesting choice: inclusive assessment processes, Higher Education Pedagogies, 4:1, 435-447

Morrison, N., Zaman, T., Webster, G., Sorinola, O., & Blackburn, C. (2023). 'Where are you really from?': a qualitative study of racial microaggressions and the impact on medical students in the UK. *BMJ open*, *13*(5), e069009.

Mountford-Zimdars, A. K., Sanders, J., Jones, S., Sabri, D., & Moore, J. (2015). Causes of differences in student outcomes, Higher Education Funding Council for England.

O'Donovan, B., Price, M., & Rust, C. (2004). Know what I mean? Enhancing student understanding of assessment standards and criteria. *Teaching in Higher education*, *9*(3), 325-335.

O'Reilly, S. L., & Milner, J. (2015). Supporting culturally and linguistically diverse students during clinical placement: strategies from both sides of the table. *BMC medical education*, *15*, 1-12.

Pedler, M. L., Willis, R., & Nieuwoudt, J. E. (2022). A sense of belonging at university: Student retention, motivation and enjoyment. *Journal of Further and Higher Education*, *46*(3), 397-408.

Scott, G. W. (2017). Active engagement with assessment and feedback can improve group-work outcomes and boost student confidence. *Higher Education Pedagogies*, *2*(1), 1-13.

Thomas, L. (2011). "Engaging students to improve retention and success." International Perspectives on Higher Education Research 6: 41-55.

Van Hooff, J. H., & Westall, A. (2016). Enhancing belonging, confidence and academic development through meaningful Personal Tutoring. *Learning and Teaching in Action (online)*, *11*(2), 27-36.

Walker, B. W. (2022). Tackling the personal tutoring conundrum: A qualitative study on the impact of developmental support for tutors. *Active Learning in Higher Education*, *23*(1), 65-77

Wanner, T., Palmer, E., & Palmer, D. (2021). Flexible assessment and student empowerment: advantages and disadvantages–research from an Australian university. *Teaching in Higher Education*, 1-17.

Winter, J., Webb, O., & Turner, R. (2024). Decolonising the curriculum: A survey of current practice in a modern UK university. *Innovations in Education and Teaching International*, *61*(1), 181-192.

Woolf, H. (2004). Assessment criteria: reflections on current practices. *Assessment & Evaluation in Higher Education*, *29*(4), 479-493.

Intervention 3: Student mental health

Aleynikova, E., Atay, A., James, K., & Stevenson, A. (2022). Social Prescribing and Adult Education in London. *Learning and Work Institute*.

AOC (Association of Colleges). (2023). Higher Education Social Prescribing Impact Report 2021-2023. Available at https://d4hfzltwt4wv7.cloudfront.net/uploads/files/HESP-Impact-Report-21-23-2.pdf

Barrable, A., Papadatou-Pastou, M., & Tzotzoli, P. (2018). Supporting mental health, wellbeing and study skills in Higher Education: an online intervention system. *International Journal of Mental Health Systems*, *12*, 1-9.

Bickerdike, L., Booth, A., Wilson, P. M., Farley, K., & Wright, K. (2017). Social prescribing: less rhetoric and more reality. A systematic review of the evidence. *BMJ open*, *7*(4), e013384.

Brown, J. S. L. (2018). Student mental health: some answers and more questions. Journal of Mental Health, 27(3), 193–196.

Bruhns, A., Lüdtke, T., Moritz, S. and Bücker, L. (2021). A mobile-based intervention to increase self-esteem in students with depressive symptoms: Randomized controlled trial. JMIR mHealth and uHealth, 9(7), p.e26498

Cage, E., Stock, M., Sharpington, A., Pitman, E., & Batchelor, R. (2020). Barriers to accessing support for mental health issues at university. *Studies in Higher Education*, *45*(8), 1637-1649.

Cameron, H., Coleman, B., Hervey, T., Rahman, S., & Rostant, P. (2019). Equality Law Obligations in Higher Education: reasonable adjustments under the Equality Act 2010 in assessment of students with unseen disabilities. *Legal Studies*, *39*(2), 204-229.

Davies, M., Elliott, M., Wallace, S., & Wallace, C. (2023). Enhancing Student Wellbeing Through Social Prescribing: A Rapid Realist Review. *Public Health Reviews*, *44*, 1605189.

Deasy, C., Coughlan, B., Pironom, J., Jourdan, D., & Mannix-McNamara, P. (2014). Psychological distress and coping amongst higher education students: A mixed method enquiry. *Plos one*, *9*(12), e115193.

Donovan, C., & Erskine-Shaw, M. (2020). 'Maybe I can do this. Maybe I should be here': evaluating an academic literacy, resilience and confidence programme. *Journal of Further and Higher Education*, *44*(3), 326-340.

Eisenberg, D., Golberstein, E., & Hunt, J. B. (2009). Mental health and academic success in college. *The BE journal of economic analysis & policy*, *9*(1).

Ellis, L.A., Campbell, A.J., Sethi, S. and O'Dea, B.M. (2011) Comparative randomized trial of an online cognitive-behavioural therapy program and an online support group for depression and anxiety. Journal of Cyber Therapy and Rehabilitation, 4(4), 461-467

Geisner, I.M., Neighbors, C. and Larimer, M.E. (2006) A randomized clinical trial of a brief, mailed intervention for symptoms of depression. Journal of Consulting and Clinical Psychology, 74(2), p.393.

Byrom, N. (2018). An evaluation of a peer support intervention for student mental health. *Journal of Mental Health*, *27*(3), 240-246.

Delaney, C., Barrere, C., Robertson, S., Zahourek, R., Diaz, D. & Lachapelle, L. (2016) Pilot Testing of the NURSE Stress Management Intervention. Journal of Holistic Nursing. 34 (4), 369–389

Ellis, L.A., Campbell, A.J., Sethi, S. and O'Dea, B.M. (2011) Comparative randomized trial of an online cognitive-behavioural therapy program and an online support group for depression and anxiety. Journal of Cyber Therapy and Rehabilitation, 4(4), 461-467

Geisner, I.M., Neighbors, C. and Larimer, M.E. (2006) A randomized clinical trial of a brief, mailed intervention for symptoms of depression. Journal of Consulting and Clinical Psychology, 74(2), p.393.

Gulliver, A., Farrer, L., Bennett, K., & Griffiths, K. M. (2019). University staff mental health literacy, stigma and their experience of students with mental health problems. Journal of Further and Higher Education, 43(3), 434–442

Halloran, D.A. (2017) Examining the effect of virtual simulation on anxiety experienced by paediatric nursing students. Capella University

Houston, J.B., First, J., Spialek, M.L., Sorenson, M.E., Mills-Sandoval, T., Lockett, M., First, N.L., Nitiéma, P., Allen, S.F. and Pfefferbaum, B. (2017) Randomized controlled trial of the Resilience and Coping Intervention (RCI) with undergraduate university students. Journal of American College Health, 65(1), pp.1-9.

Kendall, L. (2016). Higher education and disability: Exploring student experiences. *Cogent Education*, *3*(1), 1256142.

Lipson S, Eisenberg D. (2018). Mental health and academic attitudes and expectations in university populations: Results from the healthy minds study. J Ment Health

Little, C., Pearson, A., & Gimblett, K. (2023). Reasonable adjustment, unfair advantage or optional extra? Teaching staff attitudes towards reasonable adjustments for students with disabilities. *Journal of Perspectives in Applied Academic Practice*, *11*(2), 135-146.

McCloud, T., & Bann, D. (2019). Financial stress and mental health among higher education students in the UK up to 2018: rapid review of evidence. *J Epidemiol Community Health*, *73*(10), 977-984

Mackaskill A. (2018). Undergraduate mental health issues: The challenge of the second year of study. J Ment Health,

Mind. (2024). Student life and mental health. Available at https://www.mind.org.uk/information-support/tips-for-everyday-living/student-life/about-student-mental-health/

Michie, F., Glachan, M., & Bray, D. (2001). An evaluation of factors influencing the academic self-concept, self-esteem and academic stress for direct and re-entry students in higher education. *Educational psychology*, *21*(4), 455-472.

Moriña, A., Perera, V. H., & Melero, N. (2020). Difficulties and reasonable adjustments carried out by Spanish faculty members to include students with disabilities. *British Journal of Special Education*, *47*(1), 6-23.

Pescheny, J. V., Randhawa, G., & Pappas, Y. (2020). The impact of social prescribing services on service users: a systematic review of the evidence. *European journal of public health*, *30*(4), 664-673.

Richardson, T., Elliott, P., Roberts, R., & Jansen, M. (2016). A longitudinal study of financial difficulties and mental health in a national sample of British undergraduate students. *Community Mental Health Journal*, *53*(3), 344–352

Riddell, S., & Weedon, E. (2006). What counts as a reasonable adjustment? Dyslexic students and the concept of fair assessment. *International Studies in Sociology of Education*, *16*(1), 57-73.

Sander, P., & de la Fuente, J. (2022). Modelling students' academic confidence, personality and academic emotions. *Current Psychology*, *41*(7), 4329-4340.

TASO. (2024a). Active Psycho-education. Available at https://taso.org.uk/intervention-smh/active-psychoeducation/

TASO. (2024b). Pedagogy and Professional Training. Available at https://taso.org.uk/intervention-smh/pedagogy-and-professional-training/

Smeets, E., Neff, K., Alberts, H., Peters, M. (2014) Meeting suffering with kindness: Effects of a brief self-compassion intervention for female college students. Journal of Clinical Psychology, 70(9), 794-807.

Spier, J., & Natalier, K. (2023). Reasonable adjustments? Disabled research higher degree students' strategies for managing their candidature in an Australian university. *Disability & Society*, *38*(8), 1365-1386.

Toutain, C. (2019). Barriers to accommodations for students with disabilities in higher education: A literature review. *Journal of Postsecondary Education and Disability*, *32*(3), 297-310.

Wallace, S., Wallace, C., Elliott, M., Davies, M., & Pontin, D. (2022). Enhancing higher education student well-being through social prescribing: a realist evaluation protocol. *BMJ open*, *12*(3), e052860.

West, V., Bebbington, M. and Garvin-Smith, S. (2024). Hallam Students Union: Cost of Living 23/24. Available at https://www.hallamstudentsunion.com/pageassets/union/publications/Cost-of-Living-Report-2023-24.pdf

White, M. A., Whittaker, S. D., Gores, A. M., & Allswede, D. (2019). Evaluation of a self-care intervention to improve student mental health administered through a distance-learning course. *American Journal of Health Education*, *50*(4), 213-224.

Yang, X.H., Yu, H.J., Liu, M.W., Zhang, J., Tang, B.W., Yuan, S., Gasevic, D., Paul, K., Wang, P.G. and He, Q.Q. (2020) The impact of a health education intervention on health behaviours and mental health among Chinese college students. Journal of American College Health, 68(6), pp.587-592

Intervention 4: white males from deprived areas

Archer, L. (2005). Social class and higher education. In *Higher education and social class* (pp. 17-32). Routledge.

Baars, S., Mulcahy, E., & Bernardes, E. (2016). The underrepresentation of white working-class boys in higher education: The role of widening participation. *London: Kings College, [Accessed Online: 20/01/17] https://www. lkmco. org/wp-content/uploads/2016/07/The-underrepresentation-of-white-working-classboys-in-higher-education-baars-et-al-2016. pdf*.

Blower, A. (2020). Walking the Black Country tightrope: the development of white working-class males' expectations toward (non) participation in higher education.

Cabrera, N. L. (2012). Working through whiteness: White, male college students challenging racism. *The Review of Higher Education*, *35*(3), 375-401.

Crozier, G., Reay, D., Clayton, J., & Colliander, L. (2008). *The socio cultural and experiences of working-class students in higher education*. Teaching and Learning Research Programme.

Finnegan, F., & Merrill, B. (2017). 'We're as good as anybody else': a comparative study of working-class university students' experiences in England and Ireland. *British Journal of Sociology of Education*, *38*(3), 307-324.

Gagnon, J., & Higham, L. (2017). White working-class males in British Higher Education: pre and post-entry perspectives. Available at https://pure.port.ac.uk/ws/portalfiles/portal/9621419/ReportWhiteBritishWorkingClassmaleresearch5March.pdf

GHWY (Go Higher West Yorkshire and COSMOS Engagement). (2021). Supporting White Boys from Working Class Backgrounds in West Yorkshire. Available at https://www.gohigherwestyorks.ac.uk/wp-content/uploads/2022/01/Supporting-white-boys-from-working-class-backgrounds-GHWY-summary-report.pdf

Leathwood, C., & O'connell, P. (2003). 'It's a struggle': the construction of the 'new student' in higher education. *J. Education Policy*, *18*(6), 597-615.

Lehmann, W. (2014). Habitus transformation and hidden injuries: Successful working-class university students. *Sociology of education*, *87*(1), 1-15.

Raven, N. (2018). Higher education progression amongst economically disadvantaged white males: overcoming the challenges. *Widening Participation and Lifelong Learning*, *20*(4), 108-128.

Reay, D., Davies, J., David, M., & Ball, S. J. (2001). Choices of degree or degrees of choice? Class, 'race' and the higher education choice process. *Sociology*, *35*(4), 855-874.

Reay, D., Crozier, G., & Clayton, J. (2009). 'Strangers in paradise'? Working-class students in elite universities. *Sociology*, *43*(6), 1103-1121.

Reay, D., Crozier, G., & Clayton, J. (2010). 'Fitting in' or 'standing out': Working-class students in UK higher education. *British educational research journal*, *36*(1), 107-124.

Rubin, M. (2012). Social class differences in social integration among students in higher education: A meta-analysis and recommendations for future research. Journal of Diversity in Higher Education, 5(1), 22–38

Stahl, G. (2013). Habitus disjunctures, reflexivity and white working-class boys' conceptions of status in learner and social identities. *Sociological Research Online*, *18*(3), 19-30.

Stahl, G. (2014). The affront of the aspiration agenda: White working-class male narratives of 'ordinariness' in neoliberal times. *Masculinities & Social Change*, *3*(2), 88-118.

Stahl, G. (2015). *Identity, neoliberalism and aspiration: Educating white working-class boys*. Routledge.

Thomas, L. (2002). Student retention in higher education: the role of institutional habitus. *Journal of education policy*, *17*(4), 423-442.

UK Parliament. (2021). The forgotten: how White working-class pupils have been let down, and how to change it. Available at https://publications.parliament.uk/pa/cm5802/cmselect/cmeduc/85/8503.htm

Williams, H., & Roberts, N. (2023). 'I just think it's really awkward': transitioning to higher education and the implications for student retention. *Higher Education*, *85*(5), 1125-1141.

---

[1] Sheffield Hallam University's transforming lives strategy, https://www.shu.ac.uk/about-us/strategy

[2] Access and Participation dataset, Office for Students, July 2023, https://www.officeforstudents.org.uk/data-and-analysis/access-and-participation-data-dashboard/about-the-data-dashboard/get-the-data/

[3] Internal analysis, home-fee paying full-time undergraduates in 2021/22, based on an internal recreation of the Office for Students Access and Participation dataset.

[4] The Sheffield Hallam At Risk Pathway (SHARP) aims to provide holistic support to exceptional student circumstances that cannot be managed through the standard student support model.

[5] Trauma informed practice: https://southyorkshireviolencereductionunit.com/initiative/trauma-informed-practice/

[6] [Friendship as method: reflections on a new approach to understanding student experiences in HE, (2019) Heron, Emma, Journal of FE and HE

[7] Access and Participation dataset, Office for Students, July 2023, https://www.officeforstudents.org.uk/data-and-analysis/access-and-participation-data-dashboard/about-the-data-dashboard/get-the-data/

[8] ONS annual population survey via Labour Market Profile for Sheffield City Region, https://www.nomisweb.co.uk/reports/lmp/la/1946157123/report.aspx

[9] Exploring local income deprivation, Office for National Statistics (ONS), https://www.ons.gov.uk/visualisations/dvc1371/#/E08000016

[10] Social mobility by area: South Yorkshire, the Social Mobility Index, Social Mobility Commission, https://social-mobility.data.gov.uk/social_mobility_by_area/south_yorkshire

[11] Widening participation in higher education, Department for Education, 2005/06 – 2021/22, https://explore-education-statistics.service.gov.uk/data-tables/widening-participation-in-higher-education

[12] 2021 census via Nomis, aged 24 and under, https://www.nomisweb.co.uk/sources/census_2021

Fees, investments and targets
2025 26 to 2028 29

Provider name: Sheffield Hallam University

Provider UKPRN: 10005790

Summary of 2025-26 entrant course fees

*course type not listed

Inflation statement:

Fees will be set in line with the maximum fee cap set by the Governement regulations. Financials include the expectation that SHU will open a new campus in 2026.

Table 3b - Full-time course fee levels for 2025-26 entrants

Full-time course type:	Additional information:	Sub-contractual UKPRN:	Course fee:
First degree		N/A	9250
Foundation degree		N/A	9250
Foundation year/Year 0	Classroom base courses. Includes integrated foundation degrees. Fee subject to government approval.	N/A	5760
Foundation year/Year 0	Non classroom based courses. Includes integrated foundation degree.	N/A	9250
HNC/HND	*	N/A	*
CertHE/DipHE		N/A	9250
Postgraduate ITT	Study abroad. This includes overseas study years funded through the Turing scheme.	N/A	9250
Accelerated degree	*	N/A	*
Sandwich year		N/A	1850
Turing Scheme and overseas study years		N/A	1385
Other	*	N/A	*

Table 3b - Sub-contractual full-time course fee levels for 2025-26

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

Table 4b - Part-time course fee levels for 2025-26 entrants

Part-time course type:	Additional information:	Sub-contractual UKPRN:	Course fee:
First degree		N/A	6935
Foundation degree		N/A	6935
Foundation year/Year 0	Classroom based courses. Includes integrated foundation degrees. Subject to government approval.	N/A	5760
Foundation year/Year 0	Non classroom based courses. Includes integrated foundation degrees	N/A	6935
HNC/HND	*	N/A	*
CertHE/DipHE		N/A	6935
Postgraduate ITT		N/A	6935
Accelerated degree	*	N/A	*
Sandwich year	*	N/A	*
Turing Scheme and overseas study years	*	N/A	*
Other	*	N/A	*

Table 4b - Sub-contractual part-time course fee levels for 2025-26

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

Fees, investments and targets
2025 26 to 2028 29

Provider name: Sheffield Hallam University

Provider UKPRN: 10005790

Investment summary

A provider is expected to submit information about its forecasted investment to achieve the objectives of its access and participation plan in respect of the following areas: access, financial support and research and evaluation. Note that this does not necessarily represent the total amount spent by a provider in these areas. Table 6b provides a summary of the forecasted investment, across the four academic years covered by the plan, and Table 6d gives a more detailed breakdown.

Notes about the data:

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

Yellow shading indicates data that was calculated rather than input directly by the provider.

In Table 6d (under 'Breakdown'):

"Total access investment funded from HFI" refers to income from charging fees above the basic fee limit.

"Total access investment from other funding (as specified)" refers to other funding, including OfS funding (but excluding Uni Connect), other public funding and funding from other sources such as philanthropic giving and private sector sources and/or partners.

Table 6b - Investment summary

Access and participation plan investment summary (£)	Breakdown	2025-26	2026-27	2027-28	2028-29
Access activity investment (£)	NA	£3,152,000	£3,272,000	£3,424,000	£3,613,000
Financial support (£)	NA	£3,865,000	£4,062,000	£4,270,000	£4,523,000
Research and evaluation (£)	NA	£677,000	£703,000	£735,000	£776,000

Table 6d - Investment estimates

Investment estimate (to the nearest £1,000)	Breakdown	2025-26	2026-27	2027-28	2028-29
Access activity investment	Pre-16 access activities (£)	£500,000	£519,000	£543,000	£573,000
Access activity investment	Post-16 access activities (£)	£2,102,000	£2,182,000	£2,283,000	£2,409,000
Access activity investment	Other access activities (£)	£550,000	£571,000	£598,000	£631,000
Access activity investment	**Total access investment (£)**	**£3,152,000**	**£3,272,000**	**£3,424,000**	**£3,613,000**
Access activity investment	*Total access investment (as % of HFI)*	**6.5%**	**6.6%**	**6.6%**	**6.8%**
Access activity investment	**Total access investment funded from HFI (£)**	**£2,251,000**	**£2,336,000**	**£2,445,000**	**£2,580,000**
Access activity investment	**Total access investment from other funding (as specified) (£)**	**£901,000**	**£936,000**	**£979,000**	**£1,033,000**
Financial support investment	Bursaries and scholarships (£)	£3,422,000	£3,603,000	£3,794,000	£4,020,000
Financial support investment	Fee waivers (£)	£223,000	£227,000	£232,000	£245,000
Financial support investment	Hardship funds (£)	£220,000	£232,000	£244,000	£258,000
Financial support investment	**Total financial support investment (£)**	**£3,865,000**	**£4,062,000**	**£4,270,000**	**£4,523,000**
Financial support investment	*Total financial support investment (as % of HFI)*	**8.0%**	**8.1%**	**8.3%**	**8.5%**
Research and evaluation investment	Research and evaluation investment (£)	£677,000	£703,000	£735,000	£776,000
Research and evaluation investment	*Research and evaluation investment (as % of HFI)*	1.4%	1.4%	1.4%	1.5%

Fees, investments and targets

2025 26 to 2028 29

Provider name: Sheffield Hallam University

Provider UKPRN: 10005790

Targets

Table 5b: Access and/or raising attainment targets

Aim [500 characters maximum]	Reference number	Lifecycle stage	Characteristic	Target group	Comparator group	Description and commentary [500 characters maximum]	Is this target collaborative?	Data source	Baseline year	Units	Baseline data	2025-26 milestone	2026-27 milestone	2027-28 milestone	2028-29 milestone
South Yorkshire Children's University will increase the proportion of all South Yorkshire school age children and young people that it engages with from 15% to 35% by 2028/29.	PTA_1	Raising attainment	Other	Other (please specify in description)		South Yorkshire Childrens' University will increase the number and proportion of children and young people that it engages with, increasing from 33,539 students in 2023/24 to 76,598 by 2028/29. The proportion increase is from 15.0% to 35.0% by 2028/29. DfE headcount numbers of South Yorkshire school age children and young people.	No	Other data source (please include details in commentary)	Other (please include details in commentary)	Percentage	15%	20%	25%	30%	35%
Sheffield Hallam will increase the proportion of white male students studying full-time who are eligible for free-school meals from 10.8% to 16.0% by 2028/29.	PTA_2	Access	White economically disadvantaged males	White male economically disadvantaged students		Of all full-time male entrants, 10.8% were eligible for free school meals in 2021/22. We will seek to increase this proportion.	No	The access and participation dashboard	2021-22	Percentage	10.8%	12.1%	13.4%	14.7%	16.0%
	PTA_3														
	PTA_4														
	PTA_5														
	PTA_6														
	PTA_7														
	PTA_8														
	PTA_9														
	PTA_10														
	PTA_11														
	PTA_12														

Table 5d: Success targets

Aim (500 characters maximum)	Reference number	Lifecycle stage	Characteristic	Target group	Comparator group	Description and commentary [500 characters maximum]	Is this target collaborative?	Data source	Baseline year	Units	Baseline data	2025-26 milestone	2026-27 milestone	2027-28 milestone	2028-29 milestone
Sheffield Hallam will reduce the continuation gap for the most deprived white males studying full-tie from 9.6 percentage points to below 2.0pp by 2028/29.	PTS_1	Continuation	Tracking Underrepresentation by Area (TUNDRA)	TUNDRA quintile 1 and 2	TUNDRA quintile 3, 4 and 5	Comparing male students in Tundra quintiles 12 to female students in quintiles 345.	No	The access and participation dashboard	2021-22	Percentage points	9.6	7.7	5.8	3.9	2.0
Sheffield Hallam will reduce the completion gap for Black students studying fulltime from 10.8pp to below 2.0pp by 2028/29.	PTS_2	Completion	Ethnicity	Black	White		No	The access and participation dashboard	2021-22	Percentage points	10.8	8.6	6.4	4.2	2.0
Sheffield will reduce the completion gap for disabled students with a disability related to their mental health studying full-time from 4.6pp to below 1.0pp by 2028/29.	PTS_3	Completion	Reported disability	Mental health condition	No disability reported		No	The access and participation dashboard	2021-22	Percentage points	4.6	3.7	2.8	1.9	1.0
Sheffield Hallam will work to eliminate the degree awarding gap for Black students studying full-time, reducing it from 21.2pp to below 10.0pp by 2028/29, and closing it entirely as soon as possible	PTS_4	Attainment	Ethnicity	Black	White		No	The access and participation dashboard	2021-22	Percentage points	21.2	18.4	15.6	12.8	10.0
Sheffield Hallam will halve the degree awarding gap for the most deprived male students studying full-time from 16.2pp to below 7.0pp by 2028/29	PTS_5	Attainment	Tracking Underrepresentation by Area (TUNDRA)	TUNDRA quintile 1 and 2	TUNDRA quintile 3, 4 and 5	Comparing male students in Tundra quintiles 12 to female students in quintiles 345.	No	The access and participation dashboard	2021-22	Percentage points	16.2	13.9	11.6	9.3	7.0
	PTS_6														
	PTS_7														

	PTS_8														
	PTS_9														
	PTS_10														
	PTS_11														
	PTS_12														

Table 5e: Progression targets

Aim (500 characters maximum)	Reference number	Lifecycle stage	Characteristic	Target group	Comparator group	Description and commentary [500 characters maximum]	Is this target collaborative?	Data source	Baseline year	Units	Baseline data	2025-26 milestone	2026-27 milestone	2027-28 milestone	2028-29 milestone
	PTP_1														
	PTP_2														
	PTP_3														
	PTP_4														
	PTP_5														
	PTP_6														
	PTP_7														
	PTP_8														
	PTP_9														
	PTP_10														
	PTP_11														
	PTP_12														