University of Salford

Access and participation plan 2024-25 to 2027-28

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1.   Introduction and strategic aim

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1.1 The University of Salford mission

Our mission statement is:

> 'By pioneering exceptional industry partnerships, we will lead the way in real world experiences preparing students for life.'

To bring this to life we will:

- Educate the next generation of modern industrialists, innovators, creators, entrepreneurs, and leaders

- Develop the skills and knowledge needed to capitalise on the next industrial revolution

- Work in collaboration with public and private sector partners to address local and global economic societal challenges

The years 2024/25 to 2027/28 are set to be landmark years for The University of Salford (UoS). Since its early days as the Royal Technical College established in 1896 through to now, a constant is our links with industry. Whilst the initial aim was to develop a skilled local workforce for world-renowned industries, the strategic focus in more recent years has been around the establishment of Industry Collaboration. In July 2023 our Vice Chancellor leaves us, having been awarded the OBE for services to Higher Education, in a strong position having set firm foundations for further development of close partnerships with industry. A new era begins with an ambitious team including investment in new roles of Associate Pro Vice Chancellor Equity Diversity and Inclusion (EDI), who is a member of the Vice-Chancellors Executive Team and the Associate Pro Vice Chancellor, Education and Student Experience. The recently established Learning and Teaching Enhancement Centre is headed by the Associate Pro Vice Chancellor for Learning and Teaching Enhancement. The team has joined with a wealth of experience and the desire to ensure all Salford students, of whom 84% are undergraduates from widening participation backgrounds, are given the best opportunities to succeed through excellent teaching and integrated employability opportunities in supportive surroundings conducive to high performance. In line with our focus on building our partnership with students, this Plan has been developed in partnership with a student Consultation group, members of which come from a variety of widening participation backgrounds

The University has experienced a 13% steady growth in its Undergraduate Full-time equivalent (FTE) numbers over the last five years from 15,080 in 2017-18 to 17,020 in 2020-21. Overall provision grew 18%, from 24,360 to 28,750 over the same period, in addition to the development of undergraduate degree programmes, the University has an expanding Apprenticeship portfolio and is developing new technical qualifications for the recently awarded Greater Manchester Institute of Technology (GMIoT).

Over the last four years, just over 51% of full-time undergraduate students have been recruited from the Greater Manchester area; approximately 60% of students in total commute to the University and around 70% will remain in the North-West for employment. Over half (52.4%) of the student population is drawn from IMD quintile 1 or 2; more than a quarter (26.1%) are aged over 21 years; a third (31.3%) identify with Black, Asian, or Minority Ethnic backgrounds, compared with 26.4% across the HE sector, and one fifth (22.4%) have a declared disability, compared to 15.6% across the HE sector. Approximately 60% of students' highest qualification on entry to UoS is BTEC/Other Level 3 qualification, compared with an HE sector average of 35%. These characteristics, individually and their intersection, inform the design, delivery, assessment, and academic support required to enable all students to achieve positive outcomes.

For context, the University is structured around four Schools: The School of Health and Society (SH&S), Salford Business School (SBS), The School of Engineering and Environment (SEE) and The School of Arts, Media and Creative Technology (SAMCT). A series of workshops were held for frontline academic and professional services staff and the Plan has been constructed in full partnership with senior executives and academics within each of the four Schools.

1.2 Overarching strategic aim in relation to Equality of Opportunity

Our refreshed strategy which runs from 2022-2027 is built on seven pillars, one of which is Equity, Diversity, and Inclusion. The overall aim is for UoS to be a university where, regardless of background, all have equality of opportunity and there is equity in outcomes for all staff and students. We have committed to hold ourselves to account that Equity, Diversity, and Inclusion (EDI) is at the heart of everything we do, developing an inclusive campus that supports our students, colleagues and local communities. This commitment is brought to life through our newly approved 'EDI Statement of Ambition; Delivering Change: Equity at Salford', which articulates the changes that we would like to see by 2028 for staff and students. This new articulation is supported by a new EDI Governance and Operating Framework that will oversee the implementation of a whole institution approach to delivering on our EDI goals, including those in the Access and Participation Plan. As part of this, the Equity Assurance Committee will report outcomes into University Council. We fully recognize that support and award outcomes remain an area for concern for students from minoritised ethnic backgrounds. This is a key focus for action in the EDI Statement of Ambition. Each of the four Schools and Professional Services teams are required to have an EDI action plan that aligns to the EDI Statement of Ambition, and progress against these are annually reviewed by the Equity Assurance Committee to ensure impact.

Two major overarching initiatives are the Enabling Student Success and the Education and Employability strategy. The Enabling Student Success covers four key areas: academic success; customer service; leadership and environment with a particular focus on student academic and personal support, the need to know our students and provide them with a seamless service through the development of customer relationship management processes. The Education and Employability strategy recognises the need to ensure our students are given the knowledge, capabilities, and skills to succeed in their chosen careers. This means connecting them to industry from day one of their studies. More is said about these two initiatives in the 'Whole Provider Approach' section.

2.0 Risks to Equality of Opportunity

The UoS is a large university with over 28,000 students of whom 84% of undergraduates are from a widening participation background. To address the assessment of performance requirements, the Office for Students (OfS) data dashboard and UCAS data has been used. In addition, internally held data and individualised files have been checked for characteristics / intersections not included on the OfS data dashboard and Student groups have been further broken down to explore intersectionality. The full assessment of performance can be seen in annex a. In addition to data analysis, a series of meetings with a group of student consultants from a variety of widening participation backgrounds were held throughout the process. Annex B contains theories of change, risks to equality of opportunity, and further explanation around evidence base and rationale.

2.2 Indicators of risk and alignment to equality of opportunity

The assessment of current performance in annex A shows that students' access to study at UoS is a strong area. The data indicates that admissions from IMD quintile 1 students is considerably higher than any of the quintiles 2 to 5, the number of disabled students is increasing as is the number of black and minoritised ethnic students. However, it is acknowledged that students hoping to enter Higher Education in 2024 and beyond will face further challenges due to major events such as the pandemic, the cost-of-living crisis and conflicts such as those in Ukraine and Sudan. The associated lack of social connection could potentially lead to increased anxiety, mental health problems and hardship.

Having assessed performance overall across the student lifecycle, a gradual increase in students registering from mature, IMD quintile 1, disabled, Black, and Asian backgrounds is encouraging although there is a commitment to address the pre-16 attainment along with the rest of the sector. In setting stretching targets, the focus will be on attainment, continuation and completion gaps and ensuring that all students who register, regardless of background are confident in the knowledge they are accessing high quality teaching in a safe and supportive environment.

The following table covers key areas for consideration. Only the first measure (access) has no objectives attached as the decision has been taken to focus on pre-16 attainment as well as collaborative work currently being addressed in collaboration with Uni Connect.

Indicators of risk and alignment to equality of opportunity

Lifecycle stage	Characteristics	Indication of risk	Risk to equality of opportunity
Access	Access is a strong area for Salford	As outlined in our assessment of performance, the numbers of students registering from IMD quintile 1 far outweigh those from other quintiles, the number of students with a reported disability is increasing as is the number of students from a minoritised ethnic background We are therefore focusing on the ongoing activity that addresses the regional and local gaps identified by collaborative partnerships such as Uni Connect.	Knowledge and skills, Information and guidance, Perception of Higher Education
Attainment	Ethnicity / IMD / HQE	Over a 4-year period, there has been a consistent awarding gap between White students and Black students, and Asian	Knowledge and skills Information and guidance Insufficient academic support

		students overall but there are also intersections with IMD and HQE to be considered. A high proportion of both Black and Asian students are in IMD quintile 1 and, of those Black and Asian students in quintile 1, the majority have BTECs.	Insufficient personal support Mental health
Attainment	HQE BTEC and A level	There is a consistent awarding gap between A level students and their BTEC peers. It is also noted that there is intersectionality as mentioned above as White A level students outperform their White BTEC peers	Knowledge and skills Information and guidance Insufficient academic support Insufficient personal support Mental health Cost pressures Capacity issues
Continuation	HQE / Ethnicity	The continuation gap between A level students and BTEC students is significant, but there is also intersectionality within that. White A level students outperform White BTEC students, as well as their Black BTEC peers. We also noted a gap between Asian A level students and Asian BTEC students.	Knowledge and skills Information and guidance Insufficient academic support
Continuation	Care Experienced students	A gap in continuation exists between non care experienced and care experienced students	Knowledge and skills Information and guidance Insufficient academic support Insufficient personal support Mental health Ongoing impacts of coronavirus Cost pressures Capacity issues Lack of family support
Completion	HQE / Ethnicity	There is a completion gap between A level students and BTEC students and, within that, a gap between white A level students and Asian and Black students.	Insufficient academic support Insufficient personal support Mental health Cost pressures
Completion	IMD / Sex	IMD quintile 5 outperform quintile 1, and within that, we see an intersection with sex: Quintiles 3, 4 and 5 female completion rate is higher than that of quintiles 1 and 2 male.	Knowledge and skills Insufficient academic support
Progression	Ethnicity / IMD / HQE	Our Asian students have the lower progression outcomes than Black and White students. There is also intersectionality with IMD, with quintile 5 white students outperforming Asian students from quintile 1, as well as intersectionality with HQE. White A level students outperform Asian BTEC students.	Progression from Higher Education

2.3 Additional risks identified

Additional risks identified within the UoS that could potentially impact on the years covered by the new Access and Participation Plan, and which are within the University's control, relate to the teaching spaces and the information technology infrastructure. Whilst both impact all students, they are likely to have a greater impact on students facing challenges such as disability or who face

inequalities in general. To address this, two working groups are in operation to review suitability of the teaching spaces and enhance IT infrastructure.

In addition, student safety and cost of travel to campus were highlighted by the student consultation group as impacting on campus attendance. Our approach to mitigating this will be seen later in the Plan where the work of the Respect, Behaviours and Culture team is highlighted as they work towards a diversity tolerant culture.

In addition to safety concerns, issues relating to the Greater Manchester Transport infrastructure are noted. Students frequently face long commutes to university using an unreliable and costly service adding additional pressures to students already encountering challenges. For students who already face with issues such as disability, caring responsibilities, isolation from family and low income, the potential is for them to consider it cheaper and more convenient to stay at home and learn online.

3. Objectives

3.1 Outreach and Access

Following an in-depth review of the data, the institution has chosen not to focus on specific gaps or risks in terms of setting objectives to link the pre 16 attainment raising work; whilst recognising ongoing activity addresses the regional and local gaps identified by collaborative partnerships such as Uni Connect. UoS continues to be key collaborators in the local Uni Connect partnership, with Greater Manchester Higher, one of the largest partnerships nationally, reaching some of the most deprived wards in the country. The institution is committed to meet the challenges set out in the equality of opportunity risk register through this strategic partnership, and support initiatives that will ensure the sustainability of the network beyond 2023/24. GMH (Greater Manchester Higher) will increase work in strategic outreach to address regional priorities, as well as expanding their attainment raising activities following evaluation of the pilot projects, and UoS will continue to support the development and delivery of this work. Whilst the future of Uni Connect is still unknown, UoS is committed to working collaboratively offering a range of outreach activities, and providing impartial information, advice, and guidance to targeted learner groups across Greater Manchester.

As outlined in point 2.2 above UoS is aware of the challenges students registering in 2024 and beyond will have experienced during their previous educational experiences. The current plans to address attainment, continuation and completion, and revised approach to evaluation, will equip us with the knowledge and insight to offer these students an excellent educational experience. In addition, the proposed objectives ensuring that inequalities faced due to ethnicity, highest qualification on entry (HQE) and deprivation are set to provide an improved student experience during the lifecycle of the plan. An example of this is the review of continuation for care experienced students. A higher-than-average number of care experienced students are recruited, and the UoS is focused on ensuring that they receive the support and quality teaching they need to have the best chance of success.

Pre 16 Raising Attainment

UoS is committed to supporting pre 16 attainment for young people from underrepresented groups. Work in this area has been developed based on existing national evidence around what works through consultation with CfEY (Centre for Education and Youth), using the Causeway Education toolkit, and an analysis of regional need. All raising attainment activity is predominantly delivered via the Uni Connect partnership, Greater Manchester Higher. GMH identified 20 schools as a regional

priority for activity and have developed several pilot projects including multi-intervention activity approaches designed to impact learner metacognition and confidence levels such as academic skills-based interventions, tutoring, summer schools etc. Targeting evidence can be found in annex B1.1.

UoS is working in partnership with the National Saturday Club to deliver a science and engineering focussed programme following a successful pilot year in 2022. We offer a multi-intervention arts programme with high schools in Salford, delivered by an art practitioner to provide year 9 and year 10 learners with creative experiences developing skills and meeting artists in industry. We also deliver a sustained aspirations project called Mission HE for year 9 and 10 White working-class boys to build confidence and build relationships with positive role models, and deliver the Kickstart project for care experienced learners in year 7 and 8 with a similar remit.

Our flagship access partnership with 'Into University', funded jointly with University of Manchester opened their centre in Salford this year delivering a programme of collaborative attainment and aspiration focused activity such as secondary academic support, primary academic support, and mentoring. The programme is designed specifically to inspire and support ambition by providing dedicated long-term programmes to tackle cycles of disadvantage in Salford.

Attainment raising initiatives delivered by Salford and via GMH are evaluated to look at short term and long-term outcomes set out in the intervention strategy. Average in-school attainment scores are reported for pre and post activity, and teachers provide their qualitative feedback post programme. Learner data is fed into HEAT, and any changes in attainment are tracked and reported. This allows us to derive causal links for the activities and strengthen our level of evaluation of this work.

3.2 Objectives relating to attainment

The figures in brackets correspond to the reference numbers on the Fees Investments and Targets Plan
Objective 3.2.1:
Indication of risk: An on-course award gap between White students and minoritised ethnic students.
Objective:
Using a baseline year of 2021-22 by 2029-2030 the University will:
- o   eliminate the award gap between White and Black students from 24.5% (PTS_1)
- o   eliminate the award gap between White and Asian students from 16.6% (PTS_2)

Objective 3.2.2:
Indication of risk:
An on-course award gap between HQE BTEC and A level.
Objective:
- Using a baseline year of 2021-22, the HQE BTEC award gap currently stands at 20.3% between A level students and BTEC students. Our aim is to eliminate this gap by 2029-2030. (PTS_3)
- eliminate the gap between Black A level attainment and that of Black BTEC students which currently stands at 30.2% (PTS_4)
- eliminate the attainment gap between White BTEC students and Black BTEC students which currently stands at 27% (PTS_5)
- eliminate the gap in attainment between White BTEC students and Asian BTEC students (PTS_6)

Objective 3.2.3:

Indication of risk:

An on-course award gap between IMD quintiles 3, 4 and 5 male students and quintiles 1 and 2 male students

Objective:

Using a baseline year of 2021-22, by 2027-2028 we will

- eliminate the attainment gap between that of IMD Quintiles 3, 4 and 5 full time undergraduate male students and IMD Quintiles 1 and 2 full time undergraduate male students (PTS_7)

3.3 Objectives relating to continuation

Objective 3.3.1

Indication of risk:

White and Asian 'A' level students have better continuation rates than White and Asian BTEC students

Objective:

Using a baseline year of 2021-22, by 2027-28 we will:

- eliminate the gap between White 'A' level full time undergraduate students and White BTEC full time undergraduate students where White 'A' level students have better outcomes than White BTEC students (PTS_8)
- eliminate the gap between Asian 'A' level full time undergraduate students and Asian BTEC full time undergraduate students (PTS_9)

Indication of risk:

None care experienced have a better continuation rate than care experienced

Objective:

- Using a baseline year of 2021-22, by 2027-28 we will have reduced the gap in continuation rate for care experienced students from 8.7% to 2% (PTS_10)

3.4 Objectives relating to completion

Objective 3.4.1

Indication of risk:

Completion rates for HQE 'A' level Asian students are better than those for Asian BTEC students.

Objective:

Using a baseline year of 2017-18, by 2027-28 we will eliminate the completion rate between HQE Asian 'A' level students and Asian BTEC students which currently stands at 16.5% (PTS_11)

Objective 3.4.2

Indication of risk:

Completion rates for female IMD quintile 1 and 2 students are better than those for Male IMD quintiles 1 and 2

Objective:

Using a baseline year of 2017-18, by 2027-28 we will reduce the gap in completion rates between Female IMD quintile 1 and 2 and those of Male IMD quintiles 1 and 2 from 8.2% to 2% (PTS_12)

3.5 Objectives relating to progression

Objective 3.5.1
Indication of risk:
Difference in ethnicity progression rates and in the progression rates for males from deprived areas compared with females from lesser deprived areas.
Objectives:
Using a baseline year of 2019-20, by 2027-28 the University will address the difference in progression rates for minoritised ethnicity students by:

- reducing the 6.6% gap in progression rate between White students and Asian students to 2%. (PTP_1)
- reducing the gap between IMD Q1 White and IMD Q1 Asian students which currently stands at 11.4% (PTP_2)

4. Intervention strategies and expected outcomes

4.1 Methodology

Attainment, continuation, and completion

Black and minoritised ethnic students, BTEC and IMD quintile 1 students

Our assessment of current performance indicates that minoritised ethnic students (particularly Black in the case of attainment), IMD quintile 1 students and those students whose Highest Qualification on Entry (HQE) is BTEC, have a gap in outcomes compared with their peers. A clear decision has been made to include the awarding gap for students with HQE BTEC versus A level in recognition of the adverse impact on intersectionality and to demonstrate alignment to our major strategic aim for education.

Over half (52.4%) of our students are from IMD quintiles 1 or 2. 67% of students from IMD quintile 1, and 63% of students from IMD quintile 2, have BTEC or other level 3 qualification upon entry. 72% of our Black students and 66% of our Asian students come from the most deprived areas (IMD quintile 1). This compares with just 25% of our white students. A large proportion of our Black and Asian students come to us with a BTEC HQE (66% and 63% respectively). This compares with 59% of white students. Due to the intersection between these two groups and the associated complexity we are keen to disaggregate to gain greater insight. Intervention strategies have been drawn up for each along with evidence base and rationale. These two intervention strategies are grouped together as are the evaluation strategies to ease understanding of our rationale.

With regards evaluation we will monitor outcomes across the whole population and run detailed focus groups and surveys with an appropriate proportion of students identifying with these target groups from each School as from 2023. This means we will have quantitative and qualitative running from 2023/24 through to 2027/28 and will provide us with a richness of information to help identify successes and to take appropriate action if not on target.

Continuation for Care Experienced students

UoS has one of the higher intakes of care experienced students in the sector. However, despite this success, there are some challenges for this group in relation to continuation. An intervention strategy with evidence base and rationale has been drawn up along with an evaluation strategy to help reduce the gap in continuation rate by 2pp.

Progression rates for Asian students

The progression rates for Asian students are of concern and we have developed an intervention strategy, evidence base and rationale for this group. An evaluation strategy indicates how we will monitor impact.

4.2 Intervention strategy – minoritised ethnic student award gap

Target reference numbers in Fees, Investments and Targets table: PTS_1 and PTS_2

Activity to address the risk to equality of opportunity	Inputs	Outcomes	Cross intervention?
Risk to equality of opportunity: Knowledge and skills and information and guidance • Survey usage of Academic Progress Review templates. • Deliver a report to the Equity in Student Outcomes group where research into the knowledge and skills / information and guidance (IAG) is received	Student Insights team to determine the best approach for engaging the minoritised ethnicity students to explore previous knowledge and skills / IAG. Estimate 15 hours year one. Information to be disseminated to academic staff and Outreach team: 5 hours.	An insight into prior experiences of minoritised ethnicity students prior to HE. Quality of information and advice provided and how their knowledge and skills prepared them for academic life. By sharing with academic staff and the outreach and access team the University is better able to provide appropriate support in future.	Link to IMD Intervention Strategy and BTEC Intervention Strategy
Risk to equality of opportunity: Academic support Inclusive curriculum • Develop an inclusive curriculum framework including the decolonisation of the curriculum using the recommendations of the e-course pilot run during 2023 • Links with KPI EDI strategy where the aim is for the colleague body to better represent our student community • Inclusion of equality assessments in our quality processes (being led by Quality Management Office)	1,500 academic staff following 5 hour training. Recommendation of 10 staff co-creation events per School each year of the Plan to address the need for bottom up rather than top down approach (2 hrs x 80=160 hrs each year of plan) Active recruitment to attract more diverse workforce. Estimate 30 hours per year of the plan.	Minoritised ethnicity students feel they are heard and count. Academics feel valued in their input to resolve the issue rather than directives coming from senior leaders. Students are better able to identify with the curriculum and those teaching it.	

Risk to equality of opportunity: Personal support • Review student engagement and propose a set of recommendations to provide support and encourage participation in extracurricular activities • Analysis of use of the personal mitigating circumstances (PMC) process • Analysis of use of Academic Skills support • Analysis of engagement with Student Experience and Support services (ex: mental health) Institutional change • Ongoing monitoring and reporting of incidents of hate crime and racism • Recruitment of more diverse staff to better reflect student demographic • Annual review of the implementation of the EDI statement of ambition launched in 2023 throughout life of the APP • Review of Respect, Cultures and Behaviours (RCB) report on on-campus racism	1 member of staff to carry out the analysis at estimated 20 hours for initial research and delivery of report. Implementation of recommendations – 10 hours each year of plan EDI Student Outcomes group to carry out review. 10 hours research, discussion at meetings and dissemination of findings Costs associated with Respect, Cultures & Behaviours (RCB) team (1 manager and 4 team members) RCB to produce report x 10 hours prep for one person each year.	Insight into how minoritised ethnicity students use campus facilities and engage in extracurricular activities. Insight into use of systems developed to support students such as the PMC process. From both recommendations and implementation plan to be introduced. Achievement of targets and where not achieved, modification of proposed actions. To determine impact of racism on feeling safe on campus and how this might adversely affect participation in campus activities.	
Risk to equality of opportunity: Mental health • Using the Customer Relationship Management system and Power BI, our data analysis software, carry out an analysis of students from minoritised ethnic backgrounds to analyse their use of counselling and wellbeing services and disability and learner support	1 member of staff to carry out initial analysis with support from 1 member of Student Analysis team. Estimate 10 hours year 1 with 5 hours each of following years.	Revised Mental health strategy reflecting the needs of minoritised ethnic students	
Risk to equality of opportunity: Socio-economic background			Link to BTEC and IMD intervention strategy

• To research and report on the impact of being from an IMD Q1 / 2 background on ability to be sucessful • Tying Student Voice into EDI statement of ambition	Engagement with students through the Student Insights team to hear about the lived experience. Student ambassadors partnership project to explore students' experiences 1 x staff member to act as conduit Training of student ambassadors	A deeper understanding of the lived experience of students who are the focus of this APP	

4.2.1 Evidence base and rationale:

Our approach aligns with the recommendations of the Universities UK, NUS report 'Closing the Ethnicity Degree Awarding Gaps: Three Years On #Closing the Gap. That report recommends strong leadership and we now have the Associate Pro Vice Chancellor EDI and revised governance on the shape of Equity of Student Outcomes Group and Equity Assurance Group. To encourage conversations about race and changing culture, we have invested in an EDI Staff development officer and an inclusive culture project officer who will support development of our colleague knowledge and skills in inclusivity as well as creating a vibrant and inclusive culture across campus. We aim to develop a racially diverse and inclusive community as demonstrated by the drive to recruit a more ethnically diverse workforce. In addition, the Report and Support reporting system provides us with the data necessary to be able to monitor racism and implement appropriate policies and procedures.

Focusing on one activity to address the award gap associated with Black and minoritised ethnic students would be to underestimate the complexity of the issue. Wong et al, (2021) discuss a variety of reasons behind the award gap including the potential for racism and unconscious bias, the 'whiteness' of the curricula, the impact of racism and microaggressions on sense of belonging and mental wellbeing. The paper also discusses the lack of action taken when instances of racism or microaggression take place.

The University approach sets out to combine several approaches. This will include strengthening our existing processes, for example, overhauling our quality assurance processes to align with the objectives set out in the APP to and targeted interventions such as decolonising the curriculum. The work on decolonisation of the curriculum is currently under development with 5 e-books being written to contribute to an e-course and an implementation plan for roll out being written.

4.3 Intervention strategy – BTEC / A level attainment, continuation and completion gap

Target reference number: PTS_3, PTS_4, PTS_5 PTS_6, PTS_9, and PTS_10

Activity to address the risk to equality of opportunity	Inputs	Outcomes	Cross intervention?
Risk to equality of opportunity: Knowledge and skills, and information and guidance	Link to BAME Award gap and IMD Intervention Strategy		

Engage with external partners (Salford City College and Bury College) to discuss preparedness of BTEC students for HE.	Meet with partner colleges to discuss issues	Joint plan of action to assist students make the transition to HE	
Risk to equality of opportunity: Academic Support Review of pilot activity undertaken during year 0 of the Plan (2023/24). Implementation of proposals to roll out across institution. Training time for academic staff.	Estimate of R&D time of 2 x LTEC staff: 60 hours year 1 30 hours years 2,3 and 4 1500 academic staff to undergo 3 hours of training year 1, 1 hour refresher training years 2,3 and 4. Recommendation of 10 roundtable events per School each year of the Plan to address the need for bottom up rather than top down approach (2 hrs x 40=80 hrs each year of plan).	A robust framework for ensuring that all academic staff are aware of the needs for supporting BTEC students Leading to improved assessment, examination grades and degree classifications. Input from academics is valued and integrated into the training based on their experiences. UoS meets APP targets.	IMD quintile 1 intervention strategy
Risk to equality of opportunity: Socio-economic background Report to be developed outlining the link between BTEC, minoritised ethnicity and IMD and the challenges faced that make study difficult: cost of travel, need to work parttime, caring responsibilities, poor health, the need to live at home and possibly first in family.	During year 1 of the plan: 1 x member of staff to write report at an estimated 40 hours along with recommendations of support that can be offered during years 2, 3 and 4	The report will provide better insight into use of financial support to alleviate the cost of transport, the need for academic or pastoral support if first in family and a set of recommendations as to what can be done to overcome barriers.	Link to minoritised ethnicity and IMD intervention strategy
Risk to equality of opportunity: Personal support and mental health Report to investigate uptake of support services including counselling and wellbeing, disability and inclusion service, and engagement with on campus facilities.	1 x member of the team to gather qualitative and quantitative data to find out if there is a link between success and being on campus and to determine at what stage students start to struggle.	Insight into experiences of BTEC students and their awareness of the available support. Survey outcomes to indicate possibility of imposter syndrome and at what stage information could be provided regarding transition to academic assessments.	
Risk to equality of opportunity: academic support Inclusive curriculum development	Academic audit group carrying out deep dives into assessment types. The Academic Success strand of the Enabling Student Success project will meet to review actions.	Development of an assortment of assessments that will take into account the diverse learning styles previously developed by BTEC students	

Activity to address the risk to equality of opportunity	Inputs	Outcomes	Cross intervention?
Development of the Salford Student Success programme where students from BTEC backgrounds will be able to take advantage of specific support developed for them.	A programme where a holistic approach to supporting BTEC students through coaching sessions, mentoring and academic interventions will achieve better		

4.3.1 Evidence base and rationale: BTEC / A level award, continuation and completion gap

Excerpts from a consultation session with student partners clearly highlight the value of this work:

> Better support is needed - those with BTECs reported as being made to feel like they were 'less' or 'second'

> A lot of this starts at college but is continued and perpetuated at university by academics.

> There is a level of assumed knowledge when people start a course and when that isn't there it can be daunting - you instantly feel out of your depth.

Based on student feedback, there may be a tendency to apportion blame to the student and as such default to a deficit model. In reviewing the approach to teaching students with BTEC qualifications it is vital that a plan of action is drawn up to ensure smoother transition to higher education study and to adopt the problem as being the university's and not that of students'.

4.4 Intervention strategy – award outcomes and completion rates for male IMD quintile 1 and 2 students

Target reference number in Fees, Investment and Targets Plan: PTS_7 and PTS_9

Activity to address the risk to equality of opportunity	Inputs	Outcomes	Cross intervention?
Risk to equality of opportunity: **Knowledge and skills and information and guidance**	**Link with BAME award gap and BTEC intervention strategies**		
Risk to equality of opportunity: Insufficient academic support	Link with BTEC intervention strategy		
Risk to equality of opportunity: Insufficient personal support Use of attendance monitoring system can provide insight into engagement in on campus facilities and extracurricular activity. Take up of work based placements also to be measured but ahead of this a robust capture method needs to be established.	School level annual reports on engagement levels of IMD quintile 1 students to be carried out. Estimated time: 10 hrs x 4 schools	Insight will be gathered into how personal circumstances can determine participation in extracurricular activity and how this in turn impacts on longer term success and progression. This in turn will inform targeted student facing interventions such as workshops.	

Risk to equality of opportunity: Peer support Explore, identify and if appropriate progress option(s) to establish a Peer Assisted Learning Programme as part of the Education and Employability strategy.	Strategy currently in development but to include coaching initiatives, mentoring, integrated work placements and new ways of learning to develop self-efficacy.	All target students will be able to access support resulting in increased confidence. The peer leads will also have opportunities to develop key transferrable skills.	
Risk to equality of opportunity: Cost pressures Establish the impact of cost pressures on academic work by carrying out a survey / focus groups with IMD quintile 1 students.	Student insights team to identify best way to gather information e.g. focus groups or surveys. Recommendations to go to Equity in Student Outcomes for implementation re: financial support	Strategy for determining how best to support students who have to make study / employability decisions in line with costs e.g. decisions to not attend campus due to travel, impact of time tabling on decision to attend, inability to participate in work-based learning	
Risk to equality of opportunity: Ongoing impacts of coronavirus Propose year 0 (2023/4) research into how students were and are still being impacted by coronavirus. Report to capture digital poverty, learning deficit, personal impact in terms of family member loss and family job loss. Report to cover from access to progression	1 x member of staff to carry out research at 40 hours input during year 0 but recommendations my lead to revision some ways of working across campus	Findings to provide insight into how students are still impacted and provide insight into the needs of future students.	
Risk to equality of opportunity: Mental health Mental health strategy being refreshed during 2023/24	Recommendations to be introduced from 2024/25 onwards potentially leading to revision of associated policies and procedures.	A Mental Health strategy that recognises the needs of ever increasing number of students needing mental health support and that provides support to the staff	

4.4.1 Evidence base and rationale

The incidence of IMD quintile 1 students facing inequalities in terms of the awarding gap, the continuation rate and the completion rate is not unique to Salford.

As mentioned earlier, IMD classifications encompass 7 areas: employment, education, skills and training, health deprivation and disability, crime, barriers to housing and services and living environment deprivation. For students to get to university from quintile 1, the most deprived quintile, demonstrates resilience and determination to overcome adversity. To then arrive at university and feel isolated and to feel that others are talking another language is a major concern, but not one that is insurmountable.

Clearly there are many overlaps between the groups being targeted in this access and participation plan, but it is still important to aim to disaggregate and be clear about the experiences of all.

This group of students are more likely to be first in family to attend university and the Universities UK

report 'Being the First One: attending university as a first generation student' discusses the need to listen to students. Our approach outlined in the intervention strategy is to engage with students through focus groups and interviews via our Student Insights team. By talking to our student consultants, we are gaining more insight into their challenges, particularly around costs and level of learning.

The Universities UK report talks about terminology being confusing. Again, this was something mentioned by our student consultants, and it would seem appropriate to invite the student consultants to help us address this.

Feelings of isolation can be reduced through enhanced support, and in particular peer support. The university undertook a small scale Peer Assisted Learned scheme pilot over the 20/21 and 21/22 academic years. The scheme saw senior students facilitating academic skills sessions for level 4 students, engendering a sense of belonging and helping dispel feelings of isolation and inability to cope. The pilot produced a number of useful lessons learned such as the importance of academics to brief and support the Peer Assisted Learning leads and the benefits of having graduate tutors to facilitate the booking of rooms and preparation of sessions.

Ongoing impacts of the coronavirus epidemic also need to be investigated as evidence indicates that there were considerable inequalities in the amount of work given to schoolchildren. Green (2020) in her paper '***Schoolwork in lockdown: new evidence on the epidemic of educational poverty*, published by the Centre for Learning and Life Chances in Knowledge Economies and Societies at: [http://www.llakes.ac.uk,](http://www.llakes.ac.uk)** reports

> "The proportion of children in receipt of free school meals who spent more than four hours on schoolwork was 11 percent, as compared with 19 percent among those not eligible."

4.5 Evaluation

Our overarching approach

4.5.1   External partnerships

Our plan will be to work collaboratively with external partners as appropriate. We are a member of the Access and Participation Plan Special Interest Group within the Forum for Access and Continuing Education (FACE) network. The Group provides a space for institutional leads for widening participation to share findings, best practices and approaches to supporting students from underrepresented groups. Over the course of this Plan, the Group will be working collaboratively to provide peer support, professionalisation opportunities and advocacy for widening participation across the country.

Similarly, we are members of the North West Research and Evaluation Group and attendance at meetings allows us to share best practice with other HE providers in the North West and discuss what initiatives have worked or otherwise.

Being part of the HEAT evaluation collective is more efficient than working in isolation, minimising duplication of effort and sharing evaluation resources across the sector. Through its links with national organisations such as HESA and the DfE, HEAT provides us with data outcomes which are essential for our impact research. Accessing data centrally through HEAT enables us to avoid burdening schools and colleges with requests for data. The HEAT collaboration also provides opportunities for us to share our evaluation plans with other higher education providers for feedback. This peer evaluation facilitates knowledge transfer between providers, increases transparency and rigour and helps us to improve our evaluation going forward. The HEAT collaboration therefore drives up evaluation literacy across the sector through providing access to the data, tools and systems required to build robust evidence of impact.

4.5.2   The University approach

The University has a newly recruited Evaluation and Impact Manager who will manage the evaluation aspect of the interventions. Assuming a type 2 evaluation approach and starting from year 0 (2023/24), the progress of all those students that identify with a minoritised ethnic background, IMD quintile 1 and with HQE BTEC will be monitored annually. Data from year 0 provides baseline data before any interventions are introduced and will provide insight into attainment, continuation, completion and progression. Regular updates on data will be reported into the APP Steering Group, the University Learning and Teaching Committee and the Equity in Student Outcomes group.

In addition to gathering quantitative data, focus groups, surveys and module reviews will be used to gather qualitative data. Based on risks to equality of opportunity, the focus groups and surveys will provide insight into student experiences prior to, and during study at University, and inform us of the impact of issues such as the cost of living and travel and their impact on successful study. The high percentage of commuter students will provide useful insight into the challenges that poor transport service and high ticket costs incur. Engagement data will be gathered to identify any correlation between use of campus facilities and success.

It is important to note that aside from our key target areas, additional issues raised by the student consultation group, and which are included in annex B will also be evaluated with the help of the ongoing collaboration with the student consultation group.

Both qualitative and quantitative data will be used to prepare annual evaluation reports. Where progress is not as planned, a review of the theories of change and intervention strategies will take place and any modifications will be introduced following consultation with the Equity in student outcomes group and the University Learning and Teaching Committee.

The annual evaluation reports will be published through our University website.

4.5.1 Individual evaluation plans: Minoritised ethnic award gap

Activity	Outcomes	Method(s) of evaluation Include type of evidence you intend to generate e.g. Type 2.	Summary of publication plan When evaluation findings will be shared and the format that they will take
Knowledge and Skills, Information and Guidance	To find out if the skills wheel is used at academic progress reviews and what could be done as an alternative	If current skills wheel is not being used, what can be done to overcome this? *Link with BTEC intervention*	*See BTEC and IMD quintile 1 evaluation strategies*
Academic support: Inclusive curriculum	1500 of staff trained. 10 staff co-creation events No. of minoritised ethnicity academics recruited Increase in attainment as per objectives	**Type 2:** Data collation re: numbers trained, recruited and attended roundtables. Narrowing of the award gap as evidenced in results	**Type 2 evaluation** in collating a variety of quantitative and

			qualitative data:
Personal support: Analysis of student engagement	Anonymised report on students' use of on campus facilities	Instances of students on campus and determination if there is correlation between on campus engagement and success An understanding of how feeling safe on campus impacts on outcomes	
Institutional change: review	Achievement of goals and whether	Achievement of strategic outcomes.	Report to be published in T3 of each year using the results from our activities and taking into consideration any current research and recommendations, and findings from surveys.
of EDI statement of ambition **Respect Cultures and Behaviours** team reports	modification of approach is needed	Reference to Report and Support data and its reliability (increase in reporting may be a good thing as more people are able to report)	Initially evaluation report to go to Equity in Student Outcomes Group, Equity Assurance Group and University Learning and Teaching Committee. It will then be published on the Access and Participation Plan page of the University website.
Mental health needs	How well minoritised ethnicity students engage with the services and if not, why not	Incidence and impact of mental health on studies balanced with more insight into how comfortable minoritised ethnicity students are with reporting mental health issues	

4.5.2 Evaluation – attainment of BTEC students in comparison with A level

Activity	Outcomes	Method(s) of evaluation Include type of evidence you intend to generate e.g. Type 2.	Summary of publication plan When evaluation findings will be shared and the format that they will take
Knowledge and Skills, Information, Advice and Guidance	What's working and what isn't with current APR initial meeting at level 4 and proposal for revisions	T2: Qualitative information gained through interviews with programme leaders nominated by ADAs *Link with minoritised ethnicity intervention*	*See minoritised ethnicity and IMD quintile 1 evaluation strategy* **Type 2 evaluation in collating a variety of quantitative and qualitative data:** Report to be published in T3
Engagement with partner colleges	Easier transition for BTEC students to HE	T2: Qualitative information gained by asking students in the chosen cohort what their experiences were before coming to Uni and on arrival re: academic skills	

			of each year using the results from our activities and taking into consideration any current research and recommendations, and
Academic support (teaching staff)	More inclusive teaching to support BTEC students	T2: Review of evaluation data gained by LTEC re: engagement Review of assessment grades following intervention	Initially evaluation report to go to Equity in Student Outcomes Group, Equity Assurance Group and University Learning and Teaching Committee. It will then be published on the Access and Participation Plan page of the University website.
To research the adverse impact of being a student from a more deprived Socio-economic backgrounds	An understanding of the external pressures on BTEC students	T2: Qualitative and quantitative information re: the lived experience	
Personal support and mental health	Insight into engagement levels and support needed	T2: Qualitative and quantitative information re: the lived experience	

4.5.2 Evaluation – IMD quintile 1 students

Activity	Outcomes	Method(s) of evaluation Include type of evidence you intend to generate e.g. Type 2.	Summary of publication plan When evaluation findings will be shared and the format that they will take
Knowledge and skills and information and guidance Deliver a report to the Equity in Student Outcomes group where research into the knowledge and skills / information and guidance (IAG) delivered	Student Insights team to determine the best approach for engaging the minoritised ethnicity students to explore previous knowledge and skills / IAG. Estimate 15 hours year one. Information to be disseminated to academic staff and Outreach team: 5 hours.	An insight into prior experiences of minoritised ethnic students prior to HE. Quality of information and advice provided and how their knowledge and skills prepared them for academic life. By sharing with academic staff and the outreach and access team the University is better able to provide appropriate support in future.	See BAME award gap Intervention Strategies

Academic support (teaching staff)	More inclusive teaching to support BTEC students	T2: Review of evaluation data gained by LTEC re: engagement Review of assessment grades following intervention	**Type 2** report to be completed on an annual basis to investigate impact of belonging to IMD quintile 1 and measure the impact of the measures on attainment
Academic support: development of online resources (academic skills team)	Assistance for BTEC students upon registration	T2: Quantitative data gained by counting number of hits on the academic support webpages	
Benefits of peer assisted learning to those students who lack family support or who potentially miss out due to caring responsibilities	Students feeling less daunted, they feel they belong, and their academic results improve	**Type 2 evaluation** Satisfaction survey from PAL leaders undergoing training. Pre-intervention and post intervention surveys with attendees. Focus groups with learners and focus groups with academic staff.	
Research to capture the impact of COVID on each year group of the Plan	Research of benefit to help students affected and to prepare us for future pandemics	**Type 2 evaluation** Focus groups with students to hear about experiences leading to lessons learned report to help us understand future student needs	
Personal support and mental health	Insight into engagement levels and support needed	**T2 evaluation:** Qualitative and quantitative information re: the lived experience	

4.6 Intervention strategy – care experienced students' continuation rate

Target reference number in Fees, Investment and Targets plan: PTS_10

Experience shows that historically it has been difficult to engage with care experienced students. The establishment of the new Resident and Campus Life team will allow for more interaction and tracking of this group under the direction of the University Resident and Campus Life Manager, co-chair of NNECL. They manage team of specialist support Adviser that provide individual, focused, support to a range of students with barriers to HE including students who are care experienced, estranged, who are carers, asylum seekers and refugees and LGB&T students. They are responsible for tracking the student journey and managing the actions from NNECL, Quality Mark, StandAlone Pledge and the Care Leaver Covenant, all of which we have been awarded for the support we offer these cohorts.

Activity to address the risk to equality of opportunity	Inputs	Outcomes	Cross intervention?
Risk to equality of opportunity: Personal support We currently have a data sharing agreement with	Residence and Campus Life team will establish a new collaborative approach and a method for tracking progress of care experienced students.	Care experienced students receive support from their local authority personal adviser	

Activity to address the risk to equality of opportunity	Inputs	Outcomes	Cross intervention?
Salford City Council where we can engage with social workers should a student appear to be at risk. We will investigate establishing this with the other 9 local authorities in Greater Manchester. Approval is gained from the student through online registration. We will pilot a scheme with Salford City Council where have input into Pathway Plans of care experienced students	Initial 8 hours to establish links 1 x staff member @ 2 hours a month		
To establish a care experienced support group like the group that established for estranged students. Include nights out to cinema, theatre etc., help develop social life.	1 x staff member @ 2hours per month (preparation and facilitation)	Increased sense of belonging	
Risk to equality of opportunity: Academic support To review the uptake of sessions to support transition to university. We already have a variety of resources to help students get the most out of their study, available through a StartSmart session developed by the library, but we need to clearly signpost this at the start of the academic year.	Review numbers using this service and identify any additional support that can be provided. Student Success team to review: 20 hours	Students' self-efficacy increases	
Risk to equality of opportunity: Academic support and personal support Development of a campaign to support care experienced and estranged students from welcome and transition through to buddies in first year and then onto graduation support with the Alumni team to aid success and continuation	2 x members of the Residence and Campus Life team to manage a buddy scheme. Estimated time: 2 x 0.2FTE during trimester 1	Care experienced students will have a personalised support framework in place.	
Establish a priority Academic Progress Review scheme for students at risk.	Exploration of feasibility of this approach re: confidentiality	Increased number of support sessions with academic staff meaning care experienced students have more direction	Broaden this approach for high risk students

Activity to address the risk to equality of opportunity	Inputs	Outcomes	Cross intervention?
To publicise the Turing scheme amongst care experienced students. This may help encourage them to broaden horizons and gain confidence and self-belief by spending time abroad.	Turing funding covers some of the cost of the placement abroad. Factor in additional 40 hours x 1 member of staff for 2024/25. Unsure if funding available beyond 2024/25.	Evidence shows that disadvantaged students face barriers to accessing overseas placements (see Widening Participation in UK Outward Mobility (universitiesuk.ac.uk) Participation in overseas placement leads to improved success and progression.	

Evidence base and rationale – please see annex B

4.6.1 Evaluation – care experienced students

Activity	Outcomes	Method(s) of evaluation Include type of evidence you intend to generate e.g. Type 2.	Summary of publication plan When evaluation findings will be shared and the format that they will take
Data sharing agreements	More all round support from external and internal partners	**Type 2:** Qualitative data on the number of times input from LA personal advisers and how well this has worked	
Care experienced support group	Enhanced sense of belonging as captured through discussions with the students	**Type 2:** Track success through numbers of students meeting and numbers of events that have run. Qualitative feedback from students at year end	**Type 2:** Mindful of the need to avoid 'over analysing' care experienced students who may just want to be a student like any other, the approach to evaluating success will be to look at the qualitative data and quantitative data. Engagement with the students will be through one to one discussions. Evaluation to be published through the University Access and Participation Plan webpage.
Transition to university sessions	Guidance on how to get started	**Type 2:** Comparison of retention and continuation rates	
Additional one to one support with academics	Increased feedback from academic staff on successes and areas to work on	**Type 2:** Qualitative feedback from academic staff.	
Turing placement abroad	Increased confidence and self-efficacy	**Type 2:** Qualitative feedback from student to gauge confidence and how this transfers to studies	

4.7 Intervention strategy – improving progression rates for Asian students and Male IMD Q1 & 2 students
Target reference number in Fees, Investment and Targets section: PTP_1 and PTP_2

Activity to address the risk to equality of opportunity	Inputs	Outcomes	Cross intervention?
Risk to equality of opportunity: poor progression rates Analysis of the problem to take place during year 0 (2023/24) to investigate: • Problem industry sectors • Uptake of work based learning on course Reasons why opportunities not pursued	1 x researcher x 30 hours	Report to be presented to the Equity of Student Outcomes Group .	

Activity	Inputs	Outcomes	Cross intervention?
(if that is the case) Launch of the Education and Employability strategy, a University wide initiative which will address the way students learn and become ready for the world of work. We will particularly monitor the impact on Asian students and Male IMD Q 1 and 2 students.	Strategy currently in development but to include coaching initiatives, mentoring, integrated work placements and new ways of learning to develop self-efficacy.	Improved Graduate Outcome results and improved degree classification for students.	
Identify impact of pilot Work Based Learning Bursary in 2022/23, to inform Education & Employability Strategy decisions on financially supporting student engagement in work based learning	Budget and staffing resource to be identified by Education & Employability Strategy work	Informed decision on supporting target students financially to engage in work based learning	
Development of work integrated learning infrastructure • Prepare a business case and project plan for the development of work integrated learning infrastructure, within the Education & Employability Strategy • Annual review of Work Based Learning Policy	1.0 FTE for 580 hrs (Grade 9 full time for 4 months) and 0.5 FTE x 288 hrs (Project Officer for 4 months) to develop business case and implementation plan. Policy review: 1 x person to review and present to EES team (year 0)	Create measure of engagement of student engagement in work integrated learning and define actions and targets to increase engagement Work Based Learning Policy supports growing infrastructure to support greater student engagement in work integrated learning	
Socio-economic background Report to be developed outlining the link between BTEC minoritised ethnicity and IMD and the challenges faced that make participation in study and work based learning difficult: cost of travel, need to work part time, caring responsibilities, poor health, the need to live at home and possible first in family.	During year 1 of the plan: 1 x member of staff to write report at an estimated 40 hours along with recommendations of support that can be offered during years 2, 3 and 4 *(time already counted – IMD)*	The report will provide better insight into use of financial support to alleviate the cost of transport, the need for academic or pastoral support if first in family	Link to IMD quintile 1 intervention strategy.
Encouragement of Asian students to consider research / postgraduate work	Lessons learned from current PGR student currently running a research project on the encouragement of WP students to go into research. Report from PGR student	Increased numbers of Asian students considering higher level of study by going into postgraduate research posts.	

Activity	Inputs	Outcomes	Cross intervention?
To further develop the work carried out by Salford academic Julian Bass where agile software development enables students to use technical skills to work remotely with industry partners on live projects or prepare for industry placements.	Investigation into how this technology could be broadened to other programmes of study. Estimate 40 hours	Students will gain confidence and the new approach is exciting. Anything innovative and exciting will encourage students to take part!	
Further develop the Industry Advice Scheme by engaging Industry Advice Boards in Schools	Run mentoring sessions targeting Asian students and match with appropriate industry @ 6 sessions per annum	Better informed students with an increase in confidence and a realistic view to employability	

Evidence base and rationale In devising this intervention strategy, reference was made to three key pieces of research. We considered the TASO report 'What Works to Reduce Equality Gaps in Employment and Employability', published July 2022. We also considered 'Closing the Gap: three years on'. A current postgraduate research student is working on a research piece to encourage students from widening participation backgrounds into research by arranging summer internships at the University. We look forward to hearing the outcomes of the research.

The TASO report focused on the need to monitor and evaluate all interventions to gain insight into where the blockages might be. In addition, the recommendation was to 'invest in trialling and evaluating innovative technology-based approaches to careers and employability improvement.'

The 'Closing the Gap' report underlines the need to ensure that culture is addressed within the institution. It may be that this needs to be taken further and work needs to be done to influence employers and encourage them to become more inclusive.

4.7.1 Evaluation: Progression outcomes for Asian students

Activity	Outcomes	Method(s) of evaluation Include type of evidence you intend to generate e.g. Type 2.	Summary of publication plan When evaluation findings will be shared and the format that they will take
Assess impact of pilot Work Based Learning Bursary and future feasibility	Asian students from IMD quintile 1 and 2 to be prioritised for bursary	**Type 2:** Qualitative and quantitative data gained through data search and focus groups	
Development of work integrated learning infrastructure	Established structure within the University for facilitating and coordinating placements	**Type 2:** Measurement of improved outcomes through Graduate Outcomes Qualitative feedback from students	

Socio-economic background	Support framework developed to help overcome IMD/ethnicity barriers	**Type 2:** Resulting support framework will be measured by focus groups, numbers of students who are able to participate in WBL	**Type 2 report** to be written encompassing all the elements to be introduced. The findings will be published through the
Post-graduate work aspiration	More Asian students considering PG research	**Type 2:** Observation of numbers applying for postgraduate research posts	University Access and Participation Plan webpage.
Increase in technology for work based learning	More students taking part in placements due to increase in confidence	**Type 2:** Numbers of students participating alongside numbers who go on to participate in placements	
Industry Advice Scheme	Using Industry Advice Boards we will see increased confidence of students.	**Type 2:** Qualitative data gained through pre and post intervention surveys with students and employers.	

5   Whole provider approach

Equity Diversity and Inclusion

The University has demonstrated its commitment to equity, diversity, and inclusion by recruiting an Associate Pro Vice-Chancellor with specific responsibility for that area. The newly launched EDI statement of ambition is monitored by the Equity in Student Outcomes group which reports to the Equity Assurance Group which reviews progress for both staff and students. The plans also align with and feeds into the UoS overaraching Enabling Student Success strategy (see below) The EDI goals are brought to life through individual Professional Services departmental and School plans, where teams identify how their departmental actions align with the overall statement of ambition. The Equity in the workplace task and finish group is currently developing interventions to diversifying the workforce and a key activity we have planned is to apply for the Race Equality Charter mark in July 2024, a component of which is the diversification of the workforce. We believe that this, along with other initiatives, will have a positive impact on the minoritised ethnic award gap with evidence indicating that minoritised ethnic students work best when they have academic staff with whom they identify.

Enabling Student Success

A major cross institution initiative which is currently running is the Enabling Student Success (ESS) which considers four key areas: academic success, customer service, leadership, and environment. Headed by the ESS Assurance Group, the vision for this project connects with of the EDI Statement of Ambition:

> 'Deliver an excellent student experience focused on student success so that every single student we recruit has **equality of opportunity**'

The **Academic Success** strand is looking at the awarding gaps between BTEC/A level and the ethnicity gaps and the development of an inclusive curriculum and audit of inclusive assessments. The workstream is also reviewing placement support and industry collaboration and looking to deliver

the employability infrastructure covering curriculum, governance, infrastructure, and communication.

The **Customer Service** strand is currently working on course organisation and communication with a view to embedding a consistent approach to Salford customer focused communication across all frontline services appropriate to student cohort profiles. There is also ongoing work around timetabling and student fitting and to achieve this the timetabling principles are being refreshed and timetable implementation is underway. Additional challenges in this category include the need to implement a pastoral infrastructure to support key at risk characteristics at volume and the revision of the student voice feedback and integration of student voice channels into the QA cycle.

The **Leadership** strand looks to accelerate training for Programme Leaders within cultural context, focus on quality delivery and student success. The aim is to create clarity of purpose and expectation and teaching, and assessment excellence.

The **Environment** work strand aims to deliver a Quality Management Office that actively monitors and signposts issues so that early warning signs are produced for those programmes at risk.

Report and Support

UoS makes it clear that bullying, harassment, discrimination, domestic abuse, stalking, physical violence, racism, microaggressions and hate crime are not tolerated. The use of Report and Support allows us to track trends in this area and informs policies and procedures, and areas where change in culture needs to happen through awareness raising. An example is that the team have recently detected that South Asian students are less likely to follow through reports of sexual assault and consequently the team will be delivering deliver awareness raising sessions to address this. The Respect, Cultures and Behaviours team, led by University's Deputy Designated Safeguarding Lead, comprises a specialist Hate Crime Advisor, and a Sexual Violence Liaison Officer/Domestic Abuse Case Worker both of whom joined the team having amassed a wealth of experience prior to joining us, and a specialist student advisor who has worked with a variety of students from underrepresented back grounds for a number of years.

The University Residence and Campus Life Manager, (and Chair of the National Network for the Education of Care Leavers (NNECL)), heads up a small team that supports students such as care experienced, estranged, carers, LGBTQ students and asylum seekers. Alongside other responsibilities such as accommodation, the team provides support, draws up and reviews policies and procedures such as the Carers' Policy, and Trans and Non-Binary Policy (including Policy on Transitioning), and manages bursaries available to support care experienced, carers, estranged and asylum seekers.

The Disability and Inclusion team support students in the development and sharing of Reasonable Adjustment Plans and work to improve the experience of disabled students. They are currently working on improving the provision of information ahead of appointments for those students with anxiety and/or autism. They are also working with colleagues in Disability and Inclusion and the Learning and Teaching Enhancement Centre (LTEC) to develop teaching resources for students with ASC and/or ADHD. Two transition sessions for disabled students take place this summer to support students with a disability to adapt to university.

Led by the Dean of the School of Health and Society, the University Mental Health Strategy Board is working to revise the strategy in line with emerging needs. We are adopting the UUK step change framework as the basis on which to develop a revised strategy and associated action and implementation plan. The framework is aligned to the Student Minds Mental Health Charter which

will enable us to work towards future accreditation. In addition to this the Head of Student Support has recently secured University funding to explore why young men are less likely to use the University Counselling and Wellbeing Service. Following this research, a strategy will be drawn up to address this shortfall.

Student Experience and Support

Student Experience and Support comprises three areas: Student Support (Counselling and Wellbeing, Disability Inclusion Service, Money, Advice and Funding Service), Campus and Student Life, and the Customer Contact and Experience Team. With a clear directive that activity is driven by data, the roll-out of a new CRM system along with increased usage of student analytics provides exciting opportunities to notice trends, identify gaps in engagement in support services and to ultimately enhance the customer experience. The CRM allows us to capture all student contact with the service in one place allowing us to track touchpoints and trends. We have service level agreements in place and monitor phone and email response times. In recognition of unacceptable waiting times, we have recently introduced strategies to support students waiting for counselling and wellbeing services, and for outcomes of Salford Support Fund applications.

A recent major restructure within the service has seen an increased focus on cross campus collaboration demonstrated by the establishment of the Campus and Student Life steering group. This brings together School Business Managers, the Pro Vice Chancellor EDI, the Library, the Student Insights team and campus services including catering and accommodation and ensures that students receive a consistent experience throughout the year and where there are challenges, the group works together to resolve the issues.

The Library

The Library comprises of Library, Academic Skills and Careers and Employability. They play a crucial role in providing online resources through StartSmart which help students to get started with their academic studies. Welcome webinars are delivered to guide new starters to become independent learners and inclusive Library support is available with a variety of facilities available for students with additional needs. Support is provided through academic support librarians, academic skills consultants and careers consultants. The Careers and Employability team provide support to students through a variety of online resources and face to face careers advice. In addition, much is done to support work based placements and the delivery of the Graduate Attainment Programme where graduates who have not been able to secure work within 6 months of graduation can apply for an internship at the University.

Financial Support

The Money, Advice and Funding Service manage the Salford Support Fund (the hardship fund) and the International Student Support Fund. All undergraduate students receive £150 Inspire credit each year of their studies to use for the purchase of learning resources in the Inspire John Smith online shop. Those students from a low participation neighbourhood (upon application) and whose household income is lower than £25,000, are given an uplift of £350 each year of study.

Bursaries are provided for care experienced students, estranged students, carers, and asylum seekers. All the bursaries, including the Inspire scheme were evaluated in December 2022 and students were asked if the £150 currently paid to 2nd and 3rd year students should stop and be diverted into a travel bursary. The outcome narrowly favoured keeping payments to 2nd and 3rd years.

To support students during the Cost of Living crisis, we provided a one off food payment to all students, a commuter bursary once a month for 6 months to WP students living in a radius of 3 miles to 40 miles from University, a work based placement bursary and a household bills bursary. To disburse this, we used a new system developed by John Smith Group where cash can be transferred directly into students' bank accounts without us needing to take their bank details. This also allows Student Experience and Support duty managers to pay emergency payments to students in need during the evening and at weekends.

Collaborative Partnerships and variety of study routes

Whilst some students may not have the traditional qualifications required for undergraduate study, a variety of undergraduate programmes offer a Foundation Year to enable students to gain key skills before commencing undergraduate study. For those students who have work experience but lack formal qualification, the Accredited Prior Learning (APL) route is popular and allows students to take advantage of the skills acquired in the workplace.

The University International and Regional Development Directorate continues to develop strong partnerships with external partners and key stakeholders, working collaboratively to diversify its portfolio and provide individuals and employers with a number of different routes to access higher education at the University. The recent launch of the Greater Manchester Institute of Technology (GMIOT) by Andy Burnham, Mayor of Greater Manchester, is a good example of how the University is working with industry and FE partners to address higher technical skills gaps and develop a skilled workforce of the future that will boost the growth of STEM industries, both regionally and beyond.

The GM IoT will open its doors to students in September following two years planning from the partners – Ada, the National College for Digital Skills; Bury College; Tameside College; The University of Salford; Wigan & Leigh College; GCHQ; Laing O'Rourke; Siemens; and TalkTalk.
The GMIoT will offer a range of higher technical skills provision, including new Higher Technical Qualifications, Higher National Certificates / Diplomas and apprenticeships, as well as digital and technical skills boot camps and short courses designed to fast track learners into jobs in growth sectors for Greater Manchester. With a curriculum designed by, and for industry, the IoT will develop pathways to employment in key technical sectors across Greater Manchester providing a mix of flexible and accessible skills and learning provision to diversify and grow the talent pipeline.

Degree apprenticeships

The University's apprenticeship provision continues to grow in line with employer demand. It remains a cornerstone of the University's strategic priority in relation to industry collaboration with an ambition to deliver 850 new apprenticeship starts by 2026/27 (Strategic Plan 2022-2027). Significant investment and growth in apprentices in the health and policing sectors within the School of Health and Society is proving successful in meeting the sectors' needs to recruit a diverse workforce to ensure that they reflect the diverse communities they serve across the City Region. Alongside these sectors, demand for apprenticeships by construction employers remains strong with new apprenticeship offers at both entry and degree level introduced by the School of Science, Engineering and the Environment (SEE). The recruitment of an Academic Lead for Higher Technical Skills demonstrates a willingness to align activity within the Institute of Technology with apprenticeships, further strengthening access to and participation in higher education study at the UoS through a variety of diverse pathways.

Our range of apprenticeship programmes run from level 4 to level 7 and the flexible delivery modes include a mix of day-release, block delivery and online learning. The range of assessment methods may include exams, essays and presentations in addition to the End Point Assessment (EPA). The EPA is a holistic and independent assessment of knowledge, skills and behaviours learnt throughout the apprenticeship.

Whilst the UoS offers an extensive undergraduate and postgraduate programme, the degree apprenticeships provide another route for learning that adds an additional dimension to flexibility of delivery and diversity.

Collaborations

We continue to be key collaborators in the local Uni Connect partnership, Greater Manchester Higher, one of the largest partnerships nationally, reaching some of the most deprived wards in the country. We are committed as an institution to meet the challenges set out in the equality of opportunity risk register through this strategic partnership, and support initiatives that will ensure the sustainability of the network beyond 2023/24. GMH will increase work in Strategic Outreach to address regional priorities, as well as expanding their Attainment Raising activities following evaluation of the pilot projects, and Salford will continue to support the development and delivery of this work. Whilst the future of Uni Connect is still unknown, at Salford we are committed to working collaboratively offering a range of outreach activities, and providing impartial information, advice, and guidance to targeted learner groups across Greater Manchester.

We are supporting additional collaborative programmes for post 16 learners including a local initiative delivered in partnership with other HEI's in Greater Manchester - 'Levelling Up Maths' providing student tutors to support year 12/13 A-level math's learners in colleges. We are also delivering a residential engineering summer school for year 12's in partnership with Morson Maker Space, to allow learners to develop skills and build confidence and knowledge in the subject area.

The University's partnership with local FE colleges is continually developing, responding to the demands from individuals and employers to create coherent skills and employment pathways that meet local needs. With validated programmes offered through a number of FE partners, this enables students to access HE programmes locally within their FE college with clear progression routes in place to continue their study at the University or step off into employment. In September 2023, the University launched the delivery of its Adult Nursing Degree programme in partnership with Bury College at the College's new flagship digital and health building in Bury. Responding to demand from local employers to grow the health workforce and make it more diverse, the University has worked with the college, to ensure there is an effective progression route in place for the College's HE Access students to enable them to begin their nursing degree in Bury before progressing to the University to complete their qualification. With local placements being made available to students from Bury through the Northern Care Alliance, this is proving attractive to individuals such as returners and access to HE students. We will continue to work with FE partners to further improve progression opportunities for their students to study HE provision at Salford through an increasingly diverse and accessible portfolio that includes apprenticeships and Higher Technical Skills in addition to undergraduate degrees.

Civic responsibility

The University works in partnership with Greater Manchester Combined Authority (GMCA) and the elected Mayor of Greater Manchester, along with the Royal Norther College of Music, University of Bolton, Manchester Metropolitan University and the University of Manchester. The group works collaboratively to address: education and skills; reducing inequalities; jobs and growth; digital economy and creative and cultural economy.

UoS is also a signatory of the Social Mobility Pledge as established by Justine Greening, which identifies how the University contributes to the levelling up agenda and aligns with the needs of the local demographic of Salford.

Quality teaching and sharing of best practice

The University is approaching the current award gaps with a sense of urgency and is working at pace to address this. Students who are successful in their application to university deserve a positive experience and high-quality teaching. The formation of the Learning and Teaching Enhancement Centre with a dedicated team of academic developers and learning technologists sets the bar for supporting academic colleagues to deliver new and innovative ways of teaching through a comprehensive package of support and development, The aim of the centre is to 'To be a nationally recognised Centre of Excellence for higher education pedagogical enhancement and development. Through equitable, inclusive and diverse practice, achieving outstanding recognition for staff and supporting inspirational learning and teaching to transform lives. An example of their work is the university wide event planned for July 2023 entitled 'Curriculum development and including everybody' with the following introduction on the registration webpage:

> *An inclusive curriculum refers to a comprehensive educational plan that takes into account the diverse needs of all students. It is designed to create a learning environment where every student can thrive and reach their fullest potential. By recognising and accommodating the unique learning needs of each individual, inclusive curricula provide the necessary framework to support a diverse and growing student population.*

In addition to sharing best pedagogical practice, the Learning and Teaching Enhancement Centre provides guidance on innovative learning technologies and hybrid learning. This team will deliver workshops with academic staff in summer 2023 to explore issues regarding the BTEC / A level gap. The inclusive curriculum, the academic audit in which methods of assessment are being reviewed and the decolonization of the curriculum all lead to a diverse and flexible provision. In addition, the introduction of new ways to support students through the Education and Employability Strategy where coaching, mentoring and peer assisted learning are under consideration mean that students, regardless of the challenges faced so far and their individual learning needs are able to thrive whilst at Salford.

Education and Employability Strategy

The fact that **1 in 4 of our graduates is not in highly skilled employment** 15 months after university is unacceptable. . The University will ensure that graduates can prove to employers that they have the skills, knowledge and attitudes that are needed to compete with everyone else applying for those jobs. Integrating work into students' learning is the first step, the value of which has been recognised by many stakeholders including the QAA and the Institute of Student Employers.

Investing in and developing infrastructure to effectively support and grow student engagement in work integrated learning, contributes to employability and the goal of eliminating progression gaps for minoritised ethnic students. This aligns with our EDI Statement of Ambition, and the goal of eliminating progression gaps for graduates, particularly Asian students, as stated earlier in this document.

During the lifespan of the APP, we will be investing to improve and align current infrastructure to grow student engagement numbers for those in work integrated learning within the assessed curriculum or engaged in a co-curricular basis to enhance employability.

6   Student consultation

In writing this plan we have engaged with students from a variety of widening participation backgrounds who have provided feedback on the risks to equality of opportunity as experienced by them. During the later stages of the consultation, colleagues from the Students' Union kindly facilitated sessions with them to gather feedback and to create the student submission. We are very grateful to the students who were most responsible in their role as articulating the diverse backgrounds and multiple pathways our student community have. They were measured in their responses; where things were bad, they let us know, but this was balanced with recollections of positive experiences during their time at Salford.

Our hope is that members of the consultation group who can, will continue to work with us over the lifecycle of the plan. As and when they graduate and maybe no longer wish to participate, we will

take steps to ensure new student consultants are inducted by the old to ensure gradual handover. See annex B7.1 for further information relating to our consultation with students.

7   Evaluation of the Plan

The Access and Participation Plan is a standing item at the University Learning and Teaching Committee meetings and at the Equity in Student Outcomes Group. As from September 2023 we will be launching a revised APP Steering Group which will be chaired by the Associate Pro Vice Chancellor, Student Experience and Engagement, and will comprise a minimum of two academic staff from each School and senior Professional Services staff. In preparation for the launch of the new group an action plan will be drawn up to review the monitoring of the APP targets and milestones throughout the year. The working group comprises Professional Services team members such as data analysts and accountants who can gather the reporting data as required by the steering group.

The plan will include a specific meeting at year end when we evaluate the effectiveness of the APP. If the University is not achieving the targets set within the Plan, analysis will be done to explore the blockages and the theories of change and associated intervention strategies will be reviewed.

Students will continue to be involved in monitoring the plan, with a request having gone to the facilitator of the Student Submission to ask how many students would like to continue to sit on the panel next year.

We have an improved approach to evaluation for this Plan compared with our previous plan in that we have now recruited an Evaluation and Impact manager who will play a key role on the APP steering group and who will be attending School APP Operations meetings. We will be reviewing the appropriateness of our evaluation methodology year on year and will revise this in line with outcomes versus expected. As members of the Northwest Evaluation and Research group we are in a good position to share best practice and learn from other institutions, and are committed to publishing the outcomes of our evaluation strategy.

8   Provision of information to students

The Access and Participation Plan, along with the accessible summary, will be published on the University website along with the Provider Fee Information and the evaluation of all of our intervention strategies. Prospective students will be able to see how much the fees are for each year of study and the financial support available is explained at Open Days and is visible on the website.

Annex A: Assessment of performance

Introduction

The University of Salford (UoS) has a number of gaps in outcomes for various groups, across most lifecycle stages and risks. This appendix aims to set out why we have decided to target the gaps and risks that we have and why we have decided not to target others.

A thorough analysis of the data available via the OFS APP dashboard was completed, in order to identify the largest gaps, taking into consideration the statistical uncertainty of the gap being above zero and the trend. We also undertook analysis of internally held data and the OFS individualised files to check for gaps for characteristics and intersections not included on the OFS dashboard.

We are concentrating on the full time, first degree cohort as this is by far the largest mode and level we teach and where we can effect most change.

Level of study	Mode of study	
	Apprenticeship	
Other undergraduate	2%	0%
First degree	91%	1%
Undergraduate with postgraduate components	1%	0%

Table 1: Access data from OFS APP dashboard, showing level and mode splits for UoS

Interventions should benefit students across all modes and level as modules will be shared across these.

What and where are our gaps?

We looked at aggregated gap data where it was available, to smooth out any noise in the figures across the years and get a more consistent view; the trend in many instances is not constant, especially where populations are smaller.

In general, we are targeting the largest gaps, with those gaps that are narrowing and those affecting smaller populations being less of a priority. We are also prioritising the gaps where we can effect most change; several of the ones being targeted should help close gaps in others that we aren't specifically focusing on.

The University of Salford recruits a high proportion of students from backgrounds that traditionally face barriers to entering HE. 84% of new undergraduate students come from a 'widening participation background' (including mature, declared disability, minoritised ethnic groups, low income, low POLAR and careleavers); more on this below. Therefore, we are not targeting any gaps at the access lifecycle stage. We need to focus on making sure we support these students once they get here.

We have been gradually increasing the proportion of our mature students over time (24.7% in 2017-18 vs 27.7% in 2021-22), and it can be seen below that we take a high proportion of students from the most deprived areas.

Access indicator values for: Deprivation quintile (IMD 2019)

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	4 year	2 year
Quintile 1 (most deprived)	37.2%	38.7%	40.4%	40.3%	39.6%	40.7%	40.2%	40.1%
Quintile 2	19.6%	19.1%	18.6%	19.4%	17.8%	19.6%	18.8%	18.7%
Quintile 3	13.8%	14.0%	13.7%	13.4%	13.6%	13.0%	13.4%	13.3%
Quintile 4	15.6%	15.0%	13.8%	13.8%	15.2%	14.3%	14.3%	14.8%
Quintile 5 (least deprived)	13.7%	13.3%	13.5%	13.1%	13.8%	12.4%	13.2%	13.1%

Key
- Quintile 1 (most deprived)
- Quintile 2
- Quintile 3
- Quintile 4
- Quintile 5 (least deprived)

Chart #: Source OFS APP dashboard

Having targeted the recruitment of disabled students in our previous APP, the proportion of disabled students at Salford is also growing.

Access indicator values for: Disability

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	4 year	2 year
Disability reported	17.2%	20.7%	20.4%	22.0%	24.4%	25.0%	22.9%	24.7%
No disability reported	82.8%	79.3%	79.6%	78.0%	75.6%	75.0%	77.1%	75.3%

Key
- Disability reported
- No disability reported

Chart #: Source OFS APP dashboard

We are also increasing the proportion of Black and Asian students relative to white students over time.

Access indicator values for: Ethnicity

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	4 year	2 year
Asian	16.4%	18.7%	18.5%	18.8%	17.0%	20.6%	18.7%	18.7%
Black	6.8%	7.6%	8.9%	8.3%	9.2%	10.0%	9.1%	9.6%
Mixed	4.6%	3.9%	4.5%	3.8%	4.0%	4.5%	4.2%	4.2%
Other	1.9%	2.1%	2.6%	2.3%	4.2%	2.6%	2.9%	3.4%
White	70.3%	67.8%	65.4%	66.8%	65.7%	62.3%	65.1%	64.0%
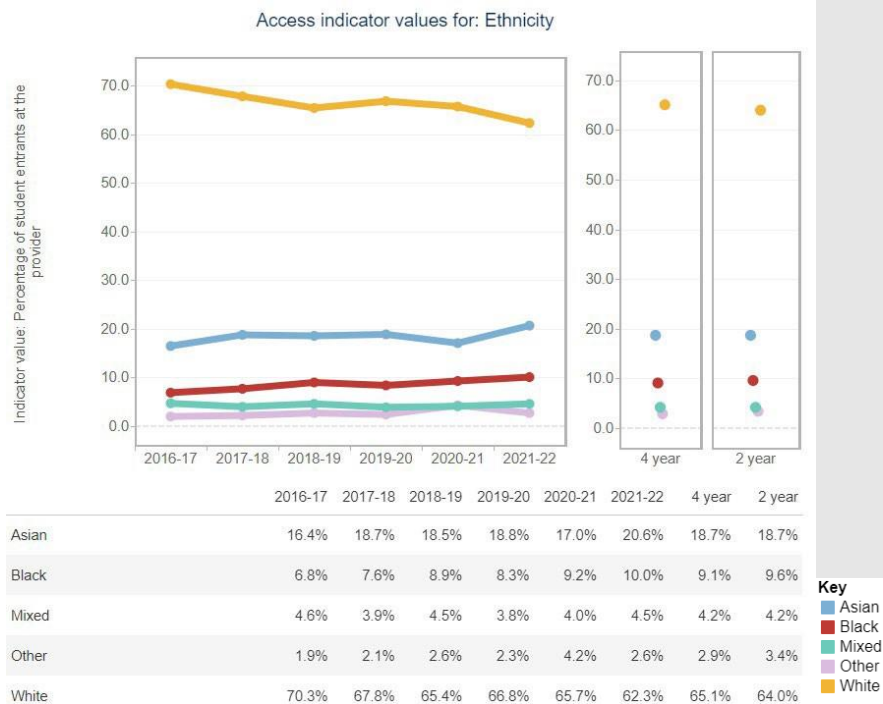
While we do have a trend of recruiting increasingly more females to males, when we analyse the data at school level it can be seen that we have increased male recruitment to our School of Health & Society (traditionally female dominated) by 53.7% from 2017-18 to 2021-22, compared with 31% for females. The increase in proportion of females comes largely from our Business School (SBS) and our School of Science, Engineering and the Environment (SEE), both of which have traditionally a male domination. In SBS, female recruitment has increased 24% ove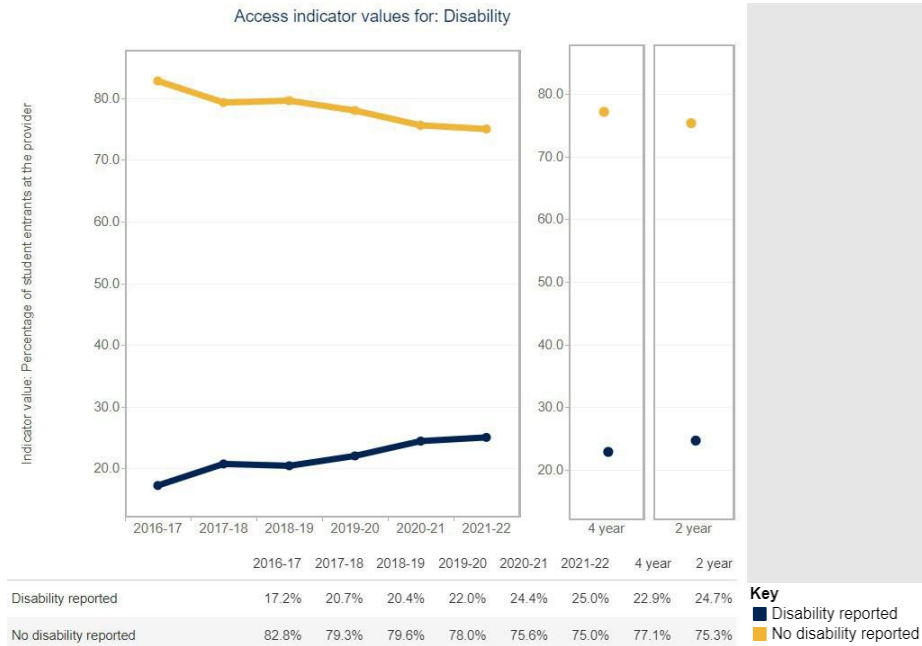r that time period, compared with a drop of 5.3% for males so that now it is roughly a 50/50 split. In SEE, female recruitment has increased 2.4% over the period (and 6.2% since 2020-21) compared to a drop of 10.6% for males.

Finally, according to UCAS data for the 2023 entry cycle, we take a higher proportion those with caring responsibilities than does the sector, our comparator group and our equivalent tariff group. The same can be said of those with parental responsibilities, estranged students and those eligible for free school meals.

After consultation with school leaders and students, it has been decided to focus on:

Lifecycle stage	Characteristics	UoS Gap	Sector Gap	Academic year	Orientation
An on course award gap between White students and minoritized ethnic students:					
Attainment	Ethnicity white and Black	24.0%	20.2%	4 year	White outperform Black
Attainment	Ethnicity white and Asian	12.1%	9.2%	4 year	White outperform Asian
Attainment	Ethnicity white & other ethnicities	13.8%	11.7%	4 year	White outperform other ethnicities
An on course award gap between HQE BTEC and A level					
Attainment	Intersection HQE and Ethnicity	30.2%		2021-22	Black A-level outperform Black BTEC
Attainment	Intersection HQE and Ethnicity	27.0%		2021-22	White BTEC outperform Black BTEC
Attainment	HQE BTEC and A Level	20.3%		2021-22	A Level outperform BTEC
Attainment	Intersection HQE and Ethnicity	17.6%		2021-22	White A-level outperform White BTEC
Attainment	Intersection HQE and Ethnicity	15.9%		2021-22	White BTEC outperform Asian BTEC
An on course award gap between IMD Quintile 5 students and Quintile 1 students:					
Attainment	IMD	16.1%	17.0%	4 year	Q5 outperforms Q1
A lower level of continuation of BTEC students when compared with A level students					
Continuation	Intersection HQE and Ethnicity	9.9%		2021-22	White A-level outperform White BTEC
Continuation	Intersection HQE and Ethnicity	8.6%		2021-22	Asian A-level outperform Asian BTEC
Continuation	HQE BTEC & A Level	8.2%		2021-22	A Level outperform BTEC
A lower level of continuation of care experienced students than non care experienced students					
Continuation	Careleaver	8.7%		2021-22	Non-Careleavers outperform Careleavers
Completion rates for A level students are lower than those of BTEC students					
Completion	Intersection HQE and Ethnicity	16.5%		2017-18	Asian A-level outperform Asian BTEC
Completion	HQE BTEC & A Level	12.8%		2017-18	A-level students outperform BTEC
Completion rates for students from more deprived areas are lower than those of students from less deprived areas					
Completion	Intersection IMD and Sex	8.2%		2017-18	IMD Q12 female students outperform IMD Q12 males.
Completion	IMD	6.6%	9.4%	4 year	Q5 outperforms Q1
Difference in progression rates for students from Asian backgrounds					
Progression	Intersection IMD and Ethnicity	11.4%		2019-20	IMD Q1 white students outperform IMD Q1 Asian students.
Progression	Ethnicity White and Asian	6.8%	4.6%	2 year	White outperform Asian

Table 2: University of Salford Gaps of Focus

They all reflect key institutional priorities, with many featuring in our Equality and Diversity Statement of Ambition

Table 5 at the end of this appendix shows each of the largest gaps for Salford, along with some contextual narrative around trend and rationale for inclusion in our targets (or otherwise).

Ethnicity

Minority ethnic groups face risks across all lifecycle stages. Our biggest gaps here fall within the attainment and progression stages of the lifecycle.

One of the largest gaps across all characteristics and lifecycles is the gap in attainment between white students and Black students. Over the four-year aggregated period, the gap is 24 percentage points (pp), but it is widening and in 2021-22 (latest data) stands at 24.5pp. The sector gap is 20.2pp.

We also have a large gap in attainment between white and Asian students, which, over the four-year aggregated period is 12.1pp compared with a sector gap of 9.2pp. This gap too is widening over time and in 2021-22 stands at 16.6pp.

These two attainment gaps combined are resulting in a big gap when we look at white compared with all other ethnicities (13.8pp over the four-year aggregate). We hope that targeting risks associated with Black and Asian students as regards attainment will help to reduce all three gaps.
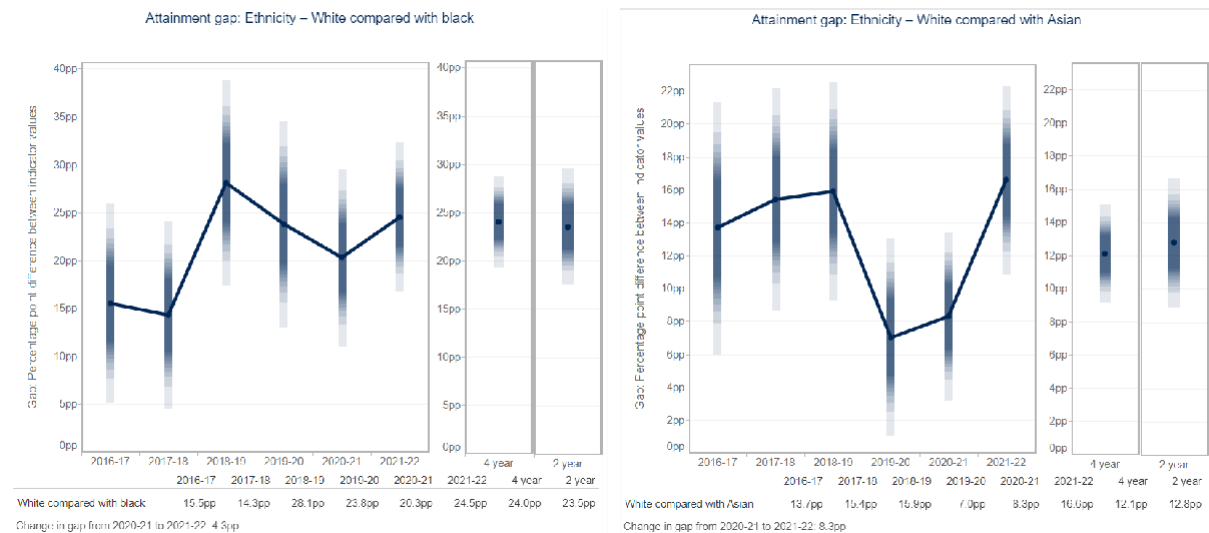
Charts # & #: Source OFS APP dashboard

In terms of progression, the biggest gap for students of a minoritised ethnic background is between white and Asian students, which is worsening, with the gap at 6.6pp (sector: 4.8pp).
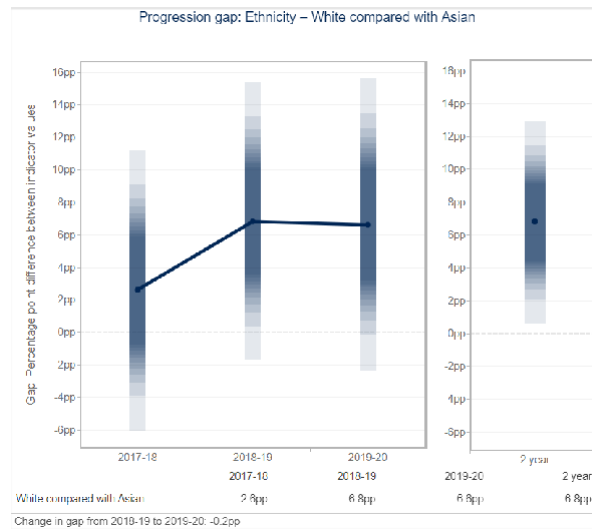
Charts # & #: Source OFS APP dashboard

Index of Multiple Deprivation (IMD)

While there are no nationwide risks on the OFS Equality of Risk Register (EORR) associated with IMD, according to the parliamentary briefing paper "Equality of access and outcomes in higher education in England"[1] (Jan 2023), there is a clear pattern that shows students from areas of high deprivation are more likely to drop out; there are also clear links between attainment and deprivation.

At Salford we recruit a very large proportion of students from deprived backgrounds as mentioned above and it is at the completion and attainment stages of the lifecycle where the biggest gaps between Q1 (the most deprived) and Q5 (the least deprived) manifest. In terms of completion, the gap is 6.6pp over the four-year aggregate period and is largely static over time (at 7.1pp in 2017-18, which is the latest data). Although the sector gap is larger at 9.4pp over the four years, we feel this is still a gap we should address, bearing in mind our student make-up. In terms of attainment, we see a four-year aggregated gap of 16.1pp between these two quartiles (sector: 17.0pp) and the gap is widening; it stands at 18.4pp in 2021-22.
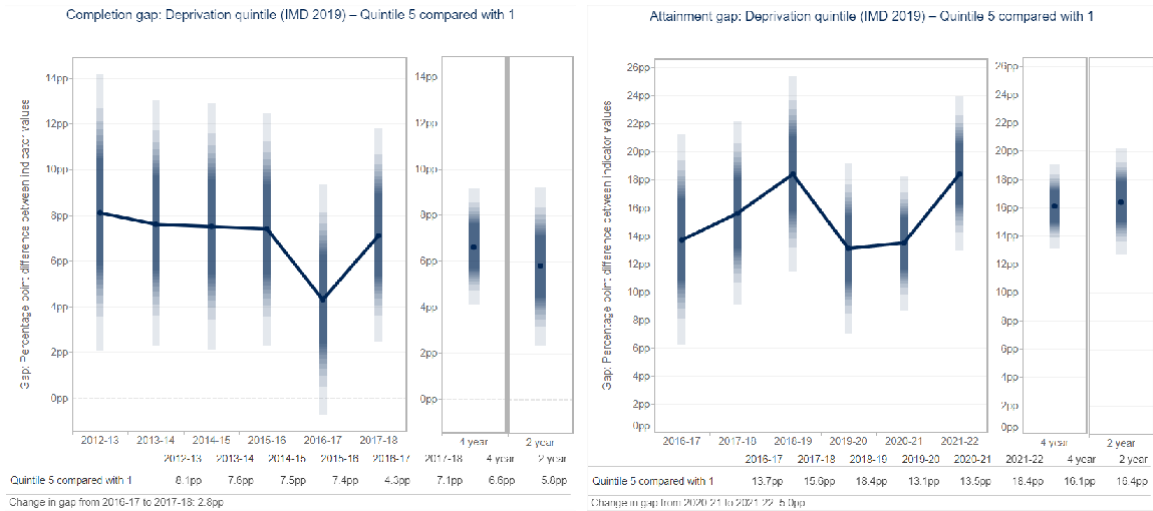
Charts # & #: Source OFS APP dashboard

Students with a BTEC highest qualification on entry (HQE)

Our internal data (using Banner) shows that our BTEC students are less likely to continue than their A-level HQE peers, the gap being 8.2pp in 2021-22. The gap narrowed slightly in 2019-20 and 2020- 21, but is starting to widen once more. Our BTEC students are also less likely to attain a good degree, with the gap from their A-level peers standing at 20.4pp in 2021-22; it has been widening since the pandemic. In both gases, the gap is wider in some schools than others, particularly our School of Health and Society.

% Gap A level vs BTEC	2017-18	2018-19	2019-20	2020-21	2021-22
	12.6%	18.8%	17.7%	14.8%	20.4%

Change in gap from 2017-18 to 2021-22: 7.9pp

% Gap A level vs BTEC	2017-18	2018-19	2019-20	2020-21	2021-22
	9.5%	8.2%	5.2%	5.8%	8.2%

Change in gap from 2017-18 to 2021-22   -1.3%
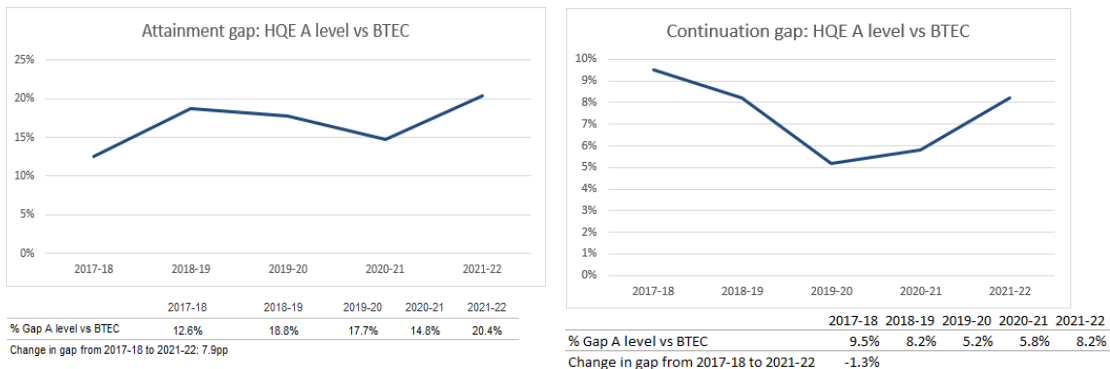
Charts # & #: Source Internal UoS Data, Banner

Attainment gap A Level vs BTEC

School name	2017-18	2018-19	2019-20	2020-21	2021-22
Arts, Media & Creative Tech	4.9%	12.6%	10.1%	7.7%	15.9%
Salford Business School	4.2%	20.3%	20.7%	7.5%	18.8%
School of Health & Society	20.4%	22.0%	26.5%	29.3%	26.8%
Sci, Eng. & Env.	24.3%	27.4%	12.7%	8.4%	17.7%
University Level	**12.6%**	**18.8%**	**17.7%**	**14.8%**	**20.4%**

Table 3: Source internal UoS Data, Banner

Continuation gap A Level vs BTEC

School name	2017-18	2018-19	2019-20	2020-21	2021-22
Arts, Media & Creative Tech	4.6%	6.7%	6.7%	8.5%	4.6%
Salford Business School	6.1%	3.9%	7.6%	-8.0%	9.1%
School of Health & Society	12.9%	7.9%	5.0%	5.0%	10.8%
Sci, Eng. & Env.	12.9%	12.2%	2.3%	8.7%	5.6%
University Level	**9.5%**	**8.2%**	**5.2%**	**5.8%**	**8.2%**

Table 4: Source internal UoS Data, Banner

We also have a gap of 12.8pp between these groups for completion in 2017-18, with BTEC students less likely to complete. This gap has grown slightly over time and is also, to some extent subject dependent; the gap is less prevalent in our School of Arts, Media & Creative Technology.

Completion gap: HQE A-level vs BTEC
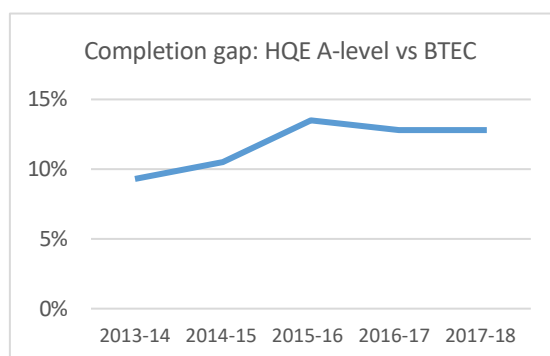
	2013-14	2014-15	2015-16	2016-17	2017-18
SAMCT	9.9%	7.8%	6.5%	9.7%	5.6%
SBS	15.3%	13.0%	16.1%	9.3%	21.2%
SEE	9.4%	12.0%	18.1%	18.7%	16.7%
SH&S	7.7%	10.7%	17.3%	13.5%	14.3%
University level	**9.3%**	**10.5%**	**13.5%**	**12.8%**	**12.8%**

Chart # & #: Source OFS Individualised files & Internal UoS Data, Banner

Care experienced students

Looking at our internal data, using Banner, we can see that our students who have been in the care system are less likely to continue than their peers. In 2021-22, the gap stood at

annex A

8.7pp. Whilst numbers of care leavers are relatively small (60 in the 2021-22 starting cohort), this group of students has several risks associated with it, including insufficient academic support, insufficient personal support, mental health, cost pressures and capacity issues.

	2018-19	2019-20	2020-21	2021-22
% Gap careleavers vs non careleavers	-3.6%	4.1%	0.1%	8.7%
Change in gap from 2018-19 to 2021-22	12.4%			
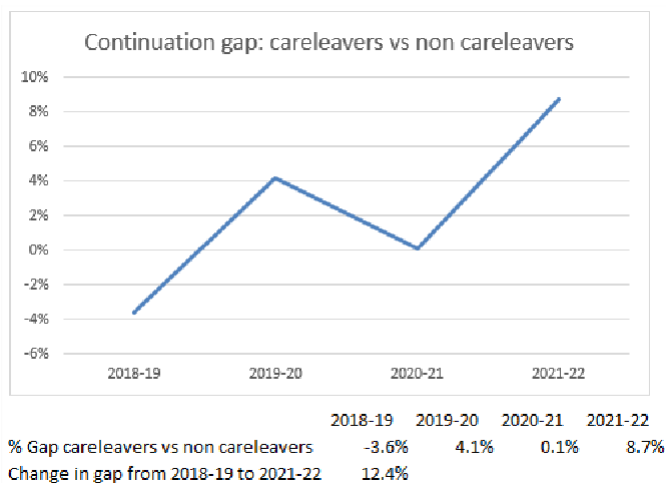
Chart # : Source Internal UoS Data, Banner

Intersection of IMD, HQE & Ethnicity

72% of our black students and 66% of our Asian students come from the most deprived areas (IMD Q1). This compares with just 25% of our white students. A large proportion of our Black and Asian students come to us with a BTEC HQE (66% and 63% respectively). This compares with 59% of white students.

The charts below demonstrate that, for Asian students, the majority of under 21s are from IMD Q1 and the majority of those Asian students living in IMD Q1 have BTECs. Similar can be said for Black students.
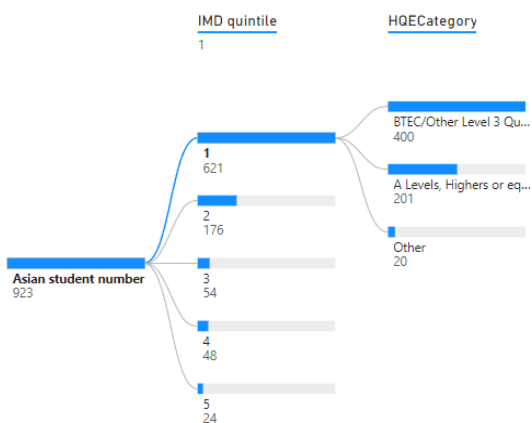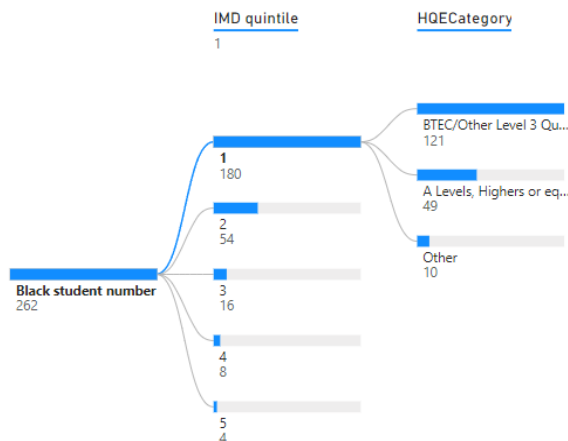
Charts # & # : Source OFS Individualised files and Internal UoS Data (Banner)

When we look at attainment, continuation, completion and progression, we can see that intersectionality, particularly between ethnicity and HQE, plays out in the student outcomes.

The ethnicity attainment gap and the HQE attainment gap have both been highlighted above, but the attainment gap between Black students with an A-level HQE and their peers with a

annex A

BTEC HQE is 30.2pp in 2021-22. This has been widening since 2018-19 and is wider than the gap between all A-level students and all BTEC students, suggesting that there is some intersectionality at play. There is also a 27.0pp gap between white BTEC students and Black BTEC students. Our White BTEC students outperform Asian BTEC students by 15.9pp and also outperform their White A-level peers (17.6pp)
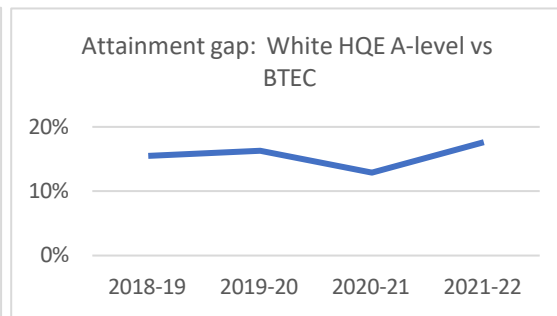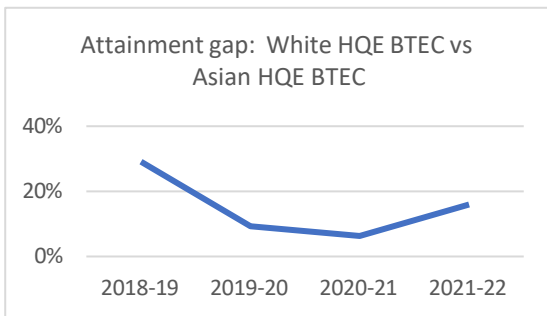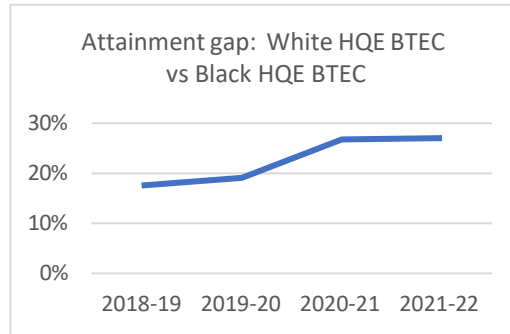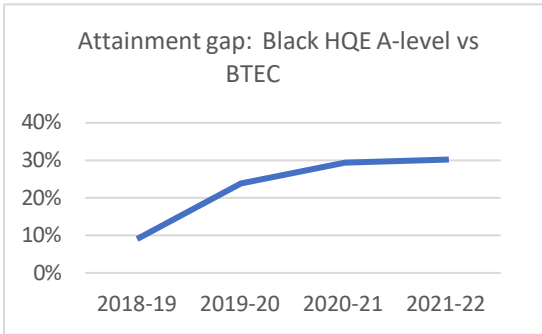
Charts #, #, # & #: Source Internal UoS Data, Banner

In terms of continuation, there is a gap of 8.6pp between Asian A-level students and Asian BTEC students, with the A-level students outperforming their BTEC peers. White BTEC students also see a gap from their A-level peers in terms of continuation (9.9pp).
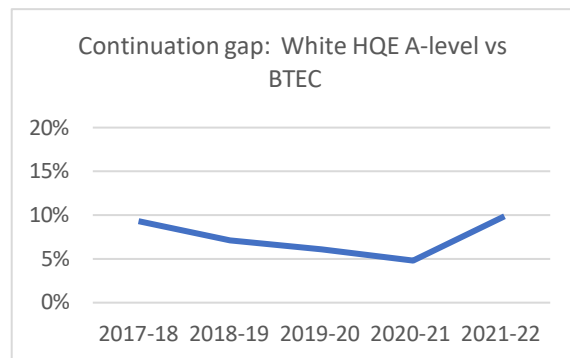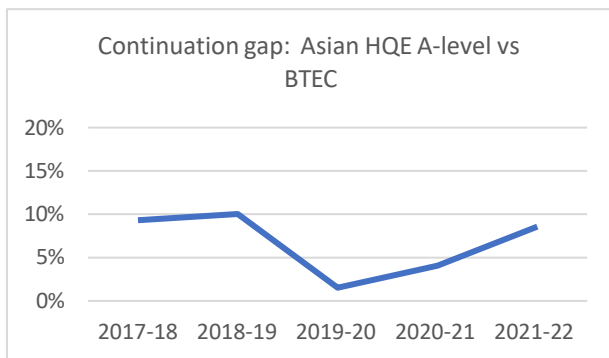
Charts # & #: Source OFS individualised files & Internal UoS Data (Banner)

When it comes to completion, Asian A-level students are outperforming their BTEC peers by 16.5pp, again, a gap wider than the overall HQE gap.

annex A

Attainment gap: Asian HQE A-level vs BTEC
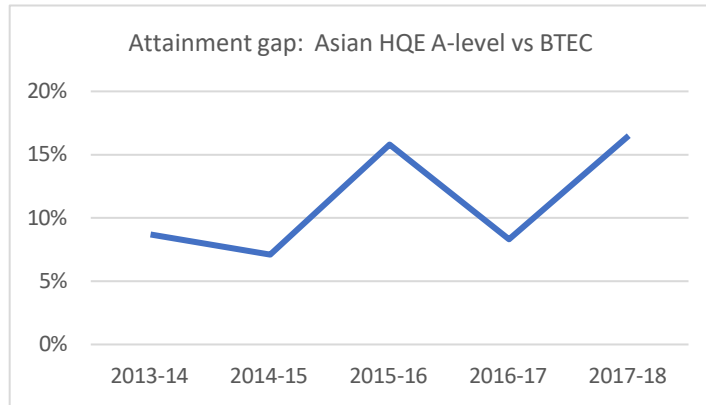
Chart #: Source OFS individualised files & Internal UoS Data (Banner)

When going into employment, our Asian students from the most deprived area (Q1) do less well than their white peers, with a gap of 11.4pp. The gap is worse than the overall gap between white and Asian graduates, and is widening.

Progression gap: White IMD Q1 vs Asian IMD Q1
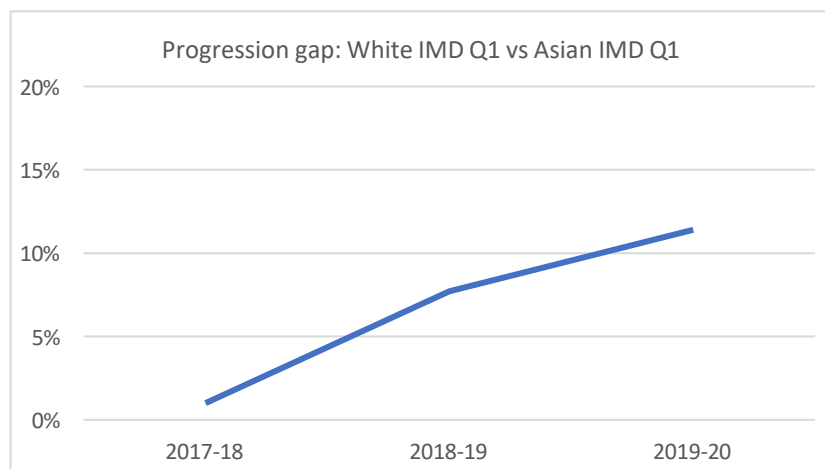
Chart #: Source OFS individualised files & Internal UoS Data (Banner)

It is clear our BTEC students need more support, and within that, we need to address barriers to both Asian and Black students.

Intersection of IMD and sex

When we examine the intersectionality of IMD and sex at the completion stage, it can be seen that our female students from more deprived areas outperform their male peers, with a gap of 8.2pp between female Q1 or 2 students and male Q1 or 2 students. This is wider than the overall gender gap, suggesting intersectionality is having an effect. The gap has narrowed since 2013-14 but has widened in the past year.

annex A

Completion gap: IMD Q12 female vs male

Chart #: Source APP dataset

annex A

Table 5: Summary table of Salford's biggest gaps

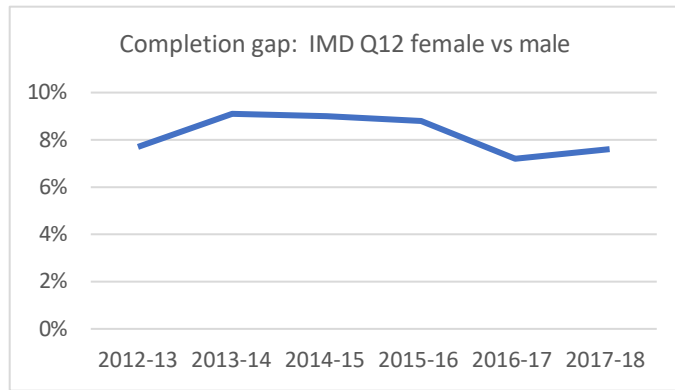| Lifecycle stage	Gap	Orientation	Narrative
Attainment	30.2%	Black A-level outperform Black BTEC	Has been widening since 2018-19; wider than the HQE gap, so intersectionality could be at play.
Progression	28.1%	IMD Q5 Black outperform IMD Q1 Black	Very erratic trend.
Attainment	27.0%	White BTEC outperform Black BTEC	Gap has been widening; wider than the ethnicity gap, so intersectionality could be at play.
Progression	26.0%	ABCS Q5 outperforms ABCS Q1	This is widening. It is likely to be at least partly due to the intersections of IMD & Ethnicity and IMD & sex. The gap between IDACI quintiles (0.7pp Q1-Q5) does not account for it. The TUNDRA gap swings wildly over the years so it's hard to say if that's an issue. The same can be said for NS-SEC
Attainment	24.6%	IMD Q12 white outperform IMD Q12 Black	Improved very slightly in 2019-20 but then worsened
Attainment	24.0%	White outperform Black	The gap is widening from 15.5 in 2016-17 to 24.5 in 2021-22.
Progression	22.9%	IMD Q5 Asian outperform IMD Q1 Asian	Erratic trend, but consistently too wide.
Attainment	20.3%	HQE A Level outperform BTEC	Gap widening since pandemic and we recruit a relatively large number of students with BTEC HQE
Attainment	20.0%	Asian A-level outperform Asian BTEC	Likely to be a manifestation of the HQE gap, which we are targeting.
Completion	19.5%	ABCS Q5 outperforms ABCS Q1	No general trend. This gap is likely to be due at least partly to IMD & sex and IMD & ethnicity, which we are targeting. We do see a gap between IDACI quintiles (6.4pp in 2017-18), but this is likely to be reflected in the IMD gap.
Attainment	18.8%	IMD Q345 white outperform IMD Q345 Black	Has improved greatly since a high in 2018-19 but is creeping back up.
Attainment	17.6%	White A-level outperform white BTEC	A slight widening since 2018-19
Completion	16.5%	Asian A-level outperform Asian BTEC	Wider than the overall HQE gap; intersectionality could be at play.
Attainment	16.1%	IMD Q5 outperforms Q1	Allowing for the pandemic dip, the gap is widening (13.7 in 2016-17 – 18.4 in 2021-22)
Attainment	15.9%	White BTEC outperform Asian BTEC	Trend is erratic but gap has widened a lot since last year and is wider than the ethnicity gap, so intersectionality could be at play.
Progression	15.0%	Mature outperform young	No real trend. Likely due to mature graduates having more experience; a lot of our mature graduates come from vocational courses.
Attainment	14.4%	IMD Q345 white outperform IMD Q345 Asian	This has remained largely steady
Attainment	14.4%	White A-level outperform Black A-level	Narrower than the ethnicity gap, which we are targeting.
Attainment	13.8%	White outperform other ethnicities	No real trend; we will be targeting both Black and Asian attainment, which should help here.
Attainment	13.6%	IMD Q345 Black outperform IMD Q12 Black	Has worsened, could be IMD gap
Attainment	13.5%	White A-level outperform Asian A-level	Gap is similar to the white vs Asian gap, which we are targeting.
Attainment	13.0%	IMD Q12 white outperform IMD Q12 Asian	This did improve but has worsened once more.
Completion	12.8%	HQE A Level outperform BTEC	The gap is largely static over time; we recruit a relatively large number of students with BTEC HQE
Completion	12.8%	A-level students outperform BTEC	This has widened since 2013-14.
Attainment	12.2%	IMD Q345 white outperform Q345 non-white	This is likely to be a manifestation of the Ethnicity gap, which we are targeting and should help close this.
Attainment	12.1%	IMD Q345 female outperform Q12 female	This is likely to be a manifestation of the IMD gap, which we are targeting and should help close this.
Attainment	12.1%	White outperform Asian	Allowing for the pandemic dip, the gap is widening; from 13.7 in 2016-17 to 16.6 in 2021-22.
Attainment	11.9%	Asian outperform black	Narrowing in since pandemic; we will be targeting Black attainment as part of our other goals
Attainment	11.5%	IMD Q345 outperform Q12	No real trend; we are targeting Q1 for attainment, which should help here too.
Progression	11.4%	IMD Q1 White outperform IMD Q1 Asian	Gap is worse than the overall ethnicity gap and widening
Attainment	11.2%	IMD Q2345 outpeform Q1	Allowing for pandemic dip, the gap widening; we are targeting Q1 for attainment, which should help here too.
Completion	11.2%	White A-level outperform White BTEC	Trend is largely steady
Progression	10.8%	Not disabled outperform grads with social/communication issues	No trend data available – LOW POPULATION
Attainment	10.6%	Q345 male outperform Q12 male	This is likely to be a manifestation of the IMD gap, which we are targeting and should help close this.
Attainment	9.9%	IMD Q12 white outperform Q12 non-white	This is likely to be a manifestation of the Ethnicity gap, which we are targeting and should help close this.
Continuation	9.9%	White A-level outperform white BTEC	Had been narrowing until 2020-21 but has widened greatly from then to 2021-22
Completion	8.9%	Non-Care leavers outperform Careleavers	This gap is narrowing since 2014-15, when it was 22.3%
Continuation	8.7%	Non-Care leavers outperform Careleavers	Although numbers are small, the gap has been widening over time and careleavers have several risks over the lifecycle.
Continuation	8.6%	Asian A-level outperform Asian BTEC	After a narrowing, this has widened since 2019-20
Attainment	8.5%	IMD Q345 white outperform Q12 white	This is likely to be a manifestation of the IMD gap, which we are targeting and should help close this.
Completion	8.3%	Black A-level outperform Black BTEC	Has narrowed since 2015-16.

Table 5: Summary table of Salford's biggest gaps

Lifecycle stage	Gap	Orientation	Narrative
Completion	8.2%	IMD Q12 female outperform Q12 male	Wider than the general gender gap; intersectionality could be at play. Gap has narrowed since 2013-14 but has widened in the past year.
Continuation	8.2%	HQE A Level outperform BTEC	This has been widening since the pandemic; we recruit a relatively large number of students with BTEC HQE
Attainment	7.6%	Non-Care leavers outperform Careleavers	Numbers are very small resulting in large swings in percentage gaps. If we tackle the continuation issue, this should results in increasing numbers at the attainment stage, allowing us to identify is attainment is a problem.
Progression	7.0%	Black outperform Asian	Gap worsening (1.3 in 2017-18 to 10.5 in 2019-20)
Completion	6.8%	Females outperform males	The gap has narrowed since 2015-16.
Progression	6.8%	White outperform Asian	The gap has worsened since 2017-18.
Completion	6.6%	IMD Q5 outperforms Q1	Other than a brief narrowing of the gap for 2016-17, possibly due to the pandemic, the trend for this gap is largely static.
Progression	6.5%	Not disabled outperform disabled	The gap is narrowing.
Completion	6.3%	IMD Q345 male outperform Q12 male	This is likely to be a manifestation of the gender gap.
Continuation	6.3%	Asian BTEC outperform White BTEC	Trend is very erratic and the current gap is not wide enough to be a priority
Progression	6.2%	Black A-level outperform Black BTEC	No real trend, but has narrowed since 2018-19
Attainment	6.2%	IMD Q345 non-white outperform Q12 non-white	No real trend; likely to be a manifestation of the IMD gap & the Ethnicity gap, we are targeting both which should help close this.
Completion	6.1%	IMD Q345 white outperform Q12 white	This is likely to be a manifestation of the IMD gap, which we are targeting and should help close this.
Attainment	6.0%	IMD Q345 Asian outperform IMD Q12 Asian	Erratic trend, could be IMD gap. CHECK NUMBERS
Completion	5.7%	Not disabled outperform those with mental health issues	The gap has started to narrow.
Continuation	5.7%	ABCS Q5 outperforms ABCS Q1	This has generally been declining since 2015-16.
Completion	5.6%	TUNDRA Q5 outperforms Q1	No real trend. It is hoped that targeting IMD Q1 and males from IMDQ1 and 2 will also help close this gap.
Continuation	5.6%	Black A-level outperform Black BTEC	No general trend, although it much narrower than it was in 2017-18.
Completion	5.5%	IMD Q345 female outperform Q345 male	This is likely to be a manifestation of the gender gap.
Progression	5.5%	IMD Q345 female outperform Q345 male	Erratic trend, but is wider compared with 2018-19
Continuation	5.0%	White A-level outperform Asian A-level	Trend is erratic and the current gap is not wide enough to be a priority
Progression	4.9%	IMD Q12 white outperform Q12 non-white	This is likely to be a manifestation of the ethnicity gaps, which we are targeting and should help close this.
Progression	4.8%	Not disabled outperform those with mental health issues	No real trend, which could be indicative of the relatively small population.
Completion	4.7%	IMD Q35 outperform Q12	No real trend; The gap is widest between Q1 & Q5, so this gap should be addressed by addressing that one.
Continuation	4.7%	TUNDRA Q5 outperforms Q1	The gap is fairly steady overall, with a dip 2018-19 and 2019-20. Currently at 5.5%, however we have larger issues in other large cohorts and mitigations are already in place around monitoring the passing of assignments first time round and non submission of assignments; both of which are an indicator of future non-continuation.
Completion	4.6%	Not FSM eligible outperform FSM eligible	The gap has widened slightly from 3.1 in 2012-12 to 4.8 in 2017-18, but this is a small cohort; we have larger issues in larger cohorts.
Attainment	4.4%	TUNDRA Q5 outperforms Q1	The gap has been narrowing since 2019-20
Completion	4.4%	IMD Q2345 outpeform Q1	No real trend; The gap is widest between Q1 & Q5, so this gap should be addressed by addressing that one.
Progression	4.2%	IMD Q12 female outperform q12 male	The gap has narrowed over the past two years.
Progression	4.2%	TUNDRA Q2345 outpeform Q1	The gap is worsening (2.7 in 2017-18 to 12.8 in 2019-20); however we have much larger issues in other large cohorts
Progression	4.0%	Females outperform males	The gap is narrowing (6.3 in 2017-18 to 2.5 in 2019-20)
Completion	3.9%	Not disabled outperform multiple impairments	No real trend but this is a relatively small cohort; we have larger issues in larger cohorts.
Completion	3.8%	Asian outperform black	This gap is starting to narrow.
Attainment	3.7%	IMD Q12 white outperform Q345 non-white	No real trend; this is likely to be a manifestation of the IMD gap and the Ethnicity gap, both of which we are targeting and should help close this.
Progression	3.7%	Not FSM eligible outperform FSM eligible	No real trend; however we have larger issues in larger cohorts.
Completion	3.6%	IMD Q345 female outperform Q12 female	This is likely to be a manifestation of the IMD gap, which we are targeting and should help close this.
Continuation	3.5%	IMD Q5 outperforms Q1	The gap has been widening since 2016-17, however we have larger issues in other large cohorts. Mitigations already in place to monitor passing assignments first time round and non submission of assignments; both of which are an indicator of future non-continuation.
Continuation	3.3%	IMD Q345 white outperform Q12 white	This has fluctuated over the years but has declined since 2020-21.
Attainment	3.0%	IMD Q12 male outperform Q12 female	Has narrowed since 2020-21

Annex B: Theories of Change, Evidence base and rationale for intervention strategies (further detail)

Whilst intervention strategies have been drawn up in the main body of the Plan, theories of change were developed beforehand to inform the interventions. This process helped us anticipate the desired impact and to determine the steps to be taken to achieve the end result.   The theory of change provided a strategic overview which then became more focused as we developed individualized and more specific intervention strategies.

B1.1 Outreach and Access – pre-16 attainment raising

Situation	Evidence shows that academic achievement is the most important predictor of university progression. Attainment at Key Stage 4 is a key predictor of participation in higher education, and WP learners are more likely to experience barriers to academic attainment.			
Aims	There are currently no specific gaps or risks we are focussing on in terms of setting objectives however, the ongoing activity detailed below addresses the regional and local gaps identified by collaborative partnerships such as Uni Connect. Interventions are measured by the number of learners engaged.			
Inputs	**Activities**	**Outputs**	**Outcomes**	**Impact**
• Lead academic tutor, Staff coordinator and student ambassadors • Staff administrative time • Masterclass/Summer Show trips to London • Workshop materials	**Saturday Club** Science and Engineering focussed 15 week programme for 13-16 year olds	• 10-20 learners engaged • Attendance at each session • Final project contribution • Participate in evaluation process	• Short term improved academic self-efficacy, increased critical thinking skills and improved study strategies • Longer term better understanding of HE pathways and sense of belonging in HE.	Attainment is raised and as a result no longer acts as a barrier to, HE progression. Non-academic barriers to attainment are reduced.
• Significant donor investment over 5 year period • Staff administrative time • Programme of collaborative activity • After school homework clubs • Study skill sessions • Engagement week visits to University campus	**IntoUniversity** New partnership centre in Salford supporting learners aged 7-18 academically, providing role models and engagement activities in local community setting.	• Work with 500 year 3-6 primary school learners • Work with 500 high need secondary school learners from 2-3 schools years 7-13. • Participate in evaluation process	• Short term improvement in leadership skills, teamwork, and communication. • Raised confidence • Longer term increase in percentage of learners progressing into higher education.	

• Professional mentors from industry and student mentors				
• Art Practitioner costs • Staff administrative time • Session materials costs • Academic staff time • Transport costs from school	**Creative Encounters** Creative arts programme engaging Salford schools to develop artistic skills and understand pathways into art industries, including a visit to the School of Arts and Media and Creative technology.	• Engage 120 Year 9/10 learners from 4 schools over 3 skills workshops • Participation in a campus visit • Produce a final piece of work	• Short term improved academic self-efficacy, increased critical thinking skills and improved study strategies • Longer term better understanding of HE pathways and sense of belonging in HE.	
• Lead staff member • Workshop materials • Staff administrative time	**Mission HE** 5-week multi-intervention programme to raise confidence and aspirations for white working-class males.	• Engage 10-20 learners from 3 schools year 9/10 • Attendance at each session • Participate in evaluation process	• Short term improvement in school engagement • Longer term increase in confidence and better understanding of HE pathways	
• Lead staff member • Workshop materials • Staff administrative time	**Kickstart** 5 week multi-intervention programme for Year 7 and 8 care experienced learners focussed on confidence building and aspiration raising	• Engage 3-10 learners from year 7/8 • Attendance at each session • Participate in evaluation process	• Short term learners improve confidence in their academic ability. • Learners develop a range of independent study skills and knowledge to help overcome specific educational barriers. • Longer term learners experience general increase in confidence and better understanding of HE pathways • Students feel university is a place for them.	Attainment is raised and as a result no longer acts as a barrier to, HE progression. Non-academic barriers to attainment are reduced.

B 1.2 Evidence base and rationale

Work in this area has been developed based on existing national evidence around what works through both consultation with CfEY (Centre for Education and Youth), using the Causeway Education toolkit, and an analysis of regional need conducted by Greater Manchester Higher. GMH identified 20 schools as key target recipients through analysis of average Attainment 8 scores and the percentage of learners achieving 5+ GCSE's including English and Maths.

Non GMH activity Learners are targeted for participation as Uni Connect learners, FSM or other WP markers e.g. care experienced learners, or white working class males. The activities outlined provide targeted academic support to learners and help to tackle non-academic barriers to learning.

B1.3 Evaluation

Impact of the initiatives is measured using proxy measures on the TASO Widening Participation Questionnaire including sense of belonging and academic self-efficacy. These questions are asked in pre and post surveys to gather Type 1 narrative evidence, and teacher surveys post programme are also used, including longer term follow up qualitative feedback. Attainment scores are gathered pre and post programme as average class scores and compared. Learner data is captured and fed into HEAT, and any changes in attainment are tracked using Progress 8 and Attainment 8 scores. This allows us to derive Type 2 causal links for the activities and strengthen our level of evaluation of this work.

Findings will be published via Greater Manchester Higher.

B1.4 Evidence base and research to provide regional context for targeting

GMH examined average Attainment 8 scores for the schools involved and the percentage of learners achieving 5+ GCSE's including English and Maths. A key finding from this work is that 33% of schools identified had a collective average attainment score of 36.7. This equated to an average percentage of disadvantaged pupils at the end of KS4 of 54%, as such in category A of schools there is a lowest average attainment 8 score per pupil. The next 27% of schools fell into category B with a collective average attainment score of 42.2. Learners are targeted for participation as Uni Connect learners, FSM or other WP markers.

Beneficiary	MPM 2020 Average Attainment 8 score per pupil (ATT8SCR)	Average Attainment 8	SCHOOL PERFORMANCE QUINTILE (QUINTILE A = Schools with lowest Average Attainment 8 score per pupil)	Percentage of pupils at the end of key stage 4 who are disadvantaged (PTFSM6CLA1A)	Average Disadvantaged
Hyde High School	40.4		A	67%	
The Albion Academy	33.5		A	63%	
Cedar Mount Academy	30.2		A	58%	
Hazel Wood High School	32.8	36.7	A	56%	54%
Oasis Academy Oldham	39.7		A	54%	
Buile Hill Academy	40.3		A	48%	
Irlam and Cadishead Academy	39.9		A	31%	
St Peter's RC High School	43.7		B	69%	
Oasis Academy MediaCityUK	40.7		B	57%	
All Hallows RC High School	40.7		B	54%	
Droylsden Academy	40.7	42.2	B	47%	52%
Mount St Joseph	43.4		B	44%	
St Anne's RC High School	43.7		B	39%	
Longdendale High School	46.7		C	35%	
The Deanery Church of England High School and Sixth Form College	45.2		C	26%	
Glossopdale High School and Sixth Form	47.0	46.1	C	23%	24%
Moorside High School	46.7		C	18%	
St Ambrose Barlow RC High School	45.0		C	18%	
Levenshulme High School	50.9	49.6	D	43%	31%

Alder Community High School	48.5		D	27%	
Hawkley Hall High School	49.5		D	22%	

B2.1 Attainment indication of risk: An on-course award gap between White students and minoritised ethnicity students.

Target reference number in Fees, Investments and Targets document: PTS_1 and PTS_2

Theory of Change:

Change Situation	An on-course award gap between White students and minoritized ethnicity students			

Aims	By 2029-2030 the University will:
	    o eliminate the award gap between White and Black students from 24.5%
	    o eliminate the award gap between White and Asian students from 16.6%			

Inputs	**Activities**	**Outputs**	**Outcomes**	**Impact**
• Staff time in developing resources relating to decolonisation of the curriculum intervention • Staff time in working through above e-course • Staff time in attending Equity of Student Outcomes Group and working on associated actions • Staff time in attending Equity Assurance Group • Respect, Cultures and Behaviours team: actioning and reporting through 'Report and Support' software • Cross campus collaboration in demonstrating zero tolerance to racism	• Inclusive curriculum development • By 2027/28 all staff will have access to enhanced inclusion and diversity training including that surrounding decolonisation of the curriculum • Ongoing monitoring and reporting of incidents of racism and hate crime and progress in closing the award gap by the Equity in Student Outcomes Group and Equity Assurance Group • To actively recruit staff, especially academic staff, whose ethnicity reflects that of the students.	• All 4 Schools involved from 2024/25 onwards • Revised policies and procedures in line with lessons learned • Sharing of best practice between Schools • Feedback from students through focus groups	• Minoritised ethnicity students will have an enhanced sense of belonging • Students will feel they count • Increased confidence of students • Enhanced progression rates into employment or higher level of study • University meets its APP targets	• 3% improvement in award gap year on year • Improved Graduate Outcomes results • Improved NSS results • Enhanced reputation for the University • University lives and breathes the EDI Statement of Ambition
Rationale and assumptions	**Rationale:** evidence indicate students may do better if they identify with their lecturers. Evidence to support the impact of decolonisation of the curriculum is weak, however the University is trialling a new approach **Assumptions:** that this work is supported by the Enabling Student Success 9 actions where students are supported in 4 key areas: academic success, customer service, leadership and environment and that the university accepts the challenge to adapt to the needs of these students rather than adopt a deficit model where the blame is attributed to the student.			

Through discussions with the project manager, the proposed project at Salford is quite different from that discussed in the TASO research paper 'The Impact of Curriculum Reform on the Awarding Gap'. The Salford initiative is not a 'tool kit', it is more around academic practice rather than content and its development is being overseen by the ESO group but led by an academic member of staff from a minoritised ethnic background, and who has considerable experience of delivering decolonising the curriculum programmes. He is also supported by a member of the organisational development team to develop an implementation programme for this initiative.

Considering each of the risks to opportunity in turn:

Knowledge and skills

Previous experiences of school not being conducive to learning and / or higher level of study (as reported by our student consultants).

> In 2018/19, across the Black major ethnic group, 59% of pupils attained a standard pass in English and maths GCSE (grades 9 to 4, broadly equivalent to the old A* to C grading). This is the lowest rate for any major ethnic group. (Roberts, N. Bolton, P 2020).

The current Academic Progress Review contains a Skills Wheel which can be used to determine gaps in level 3 and 4 students knowledge upon registering.

Information and guidance

During student consultation it was found that the information, advice and guidance given at School was patchy. One student commented that there were university visits but no longer-term support was provided regarding personal statement writing. Given societal racism there is the potential for minoritized ethnicity students to not receive much information and guidance before applying to university.

Insufficient academic support

Compared with White students, Black and Minoritized Ethnicity students are likely to have faced discrimination throughout their education and may have found it difficult to maximise the potential benefit of any available academic support. According to an NUS report cited in the Ethnic Representation Index, the low numbers of minoritized ethnicity academic and senior staff has a knock on impact that 'not having any teacher who looks like me' has on sense of belonging, aspiration, engagement and attainment.

Improved personal support

Black and minoritized ethnicity students may not feel safe on campus due to racism or the incidence of hate crime. This is not specific to Salford, but to society in general. According to (Franklin, Boyd-Franklin, & Kelly, 2006) in Wong, B. et al (2020), 'Microaggression can result in physical and mental stress, as well as cognitive dissonance due to discriminatory encounters.' The University is currently addressing this area but appreciate that changing culture takes time and anticipate that progress will exceed the span of this new Plan.

Mental health

Evidence produced by the OfS research 'Mental Health: Are all students being properly supported?' demonstrates that black students who declare a mental health problem fare much worse than those white students and ethnic students who report an issue. Consequently their continuation and attainment rates may be negatively impacted. There is a slightly negative impact for other ethnicities but not as noticeable as that for black students.

Mental health of minoritized ethnicity students may be adversely affected by hate crime and racism. This may also mean that students do not feel safe on campus and may prefer to work from home which can have a negative effect on their sense of belonging.

Cost pressures

When considering IMD and ethnicity, the OfS dataset indicates that black students IMD quintiles 3,4 and 5 outperform quintiles 1 and 2. For those commuting students, the cost of travel to campus could mean that it is more cost effective to stay at home and not attend, again negatively impacting on sense of belonging.

B3.1 Attainment, continuation and completion indicators of risk: poorer outcomes for BTEC students across attainment, continuation and completion.
Target reference number in Fees, Investments and Targets document: PTS-3, PTS_4, PTS_5, PTS_6, PTS_8, PTS_9 and PTS_11

Theory of Change

Situation	The University has an award gap, a gap in continuation and gap in completion rates between HQE BTEC and A level students with A level students outperforming BTEC students			
Aims	Our aim is to eliminate this gap by the end of the lifetime of the Access and Participation Plan			
Inputs	**Activities**	**Outputs**	**Outcomes**	**Impact**
• LTEC / Academic Audit committee / Inclusive curriculum steering group to produce actions based on the findings • LTEC leading workshops across all Schools to identify areas of best practice • Academic Audit group conducting deep dives into assessment types. • Inclusive curriculum framework to be developed and embedded in QA processes • Development of interventions to address the difference in award gap, continuation and completion rates • Pastoral support for students to be integrated to address issues such as cost pressures and mental health needs	• Inclusive curriculum development • Academic Success strand of the Enabling Student Success project will meet on a regular basis to review actions • School Learning and Teaching Committees to meet • To monitor BTEC students holistically: attainment, continuation, completion, engagement levels re: academic support and pastoral support	• Action and implementation plans based on outcomes of academic audits • Ongoing monitoring of progress being made across the three areas • Feedback surveys from the students • Feedback from academic colleagues	• Increased confidence amongst BTEC students • Potentially fewer mental health problems due to reduced stress and ability to continue studying with peers • Improved assessment and exam grades • Increased sense of belonging • Improved degree classification • UoS meets APP targets	• Improved attainment for each student who registered with HQE BTEC • Less likelihood of students having to repeat years • Students completing courses on time •
Rationale and assumptions	**Rationale:** BTEC students are more likely to be from IMD quintile 1 and 2 backgrounds and to have faced multiple deprivation. Consequently, it is important to consider the additional challenges they may have faced before and on entry to university. **Assumptions:** The initial scoping of the project is core. Improved understanding of the experiences of BTEC students and those areas where teaching currently works well is core to ensuring success in this area. There is also crossover with the Award Gap for minoritized ethnicity students which has to be taken into consideration here.			

Evidence base and rationale aligned with risks to equality of opportunity

Knowledge and skills

Understandably, the knowledge and skills required for students studying BTEC qualifications are different from those needed for A level study. Whilst BTEC qualifications are more focused on coursework and practical projects and therefore appropriate to vocational settings, A levels are more focused on academic assessment and exams. Each has merit and it is vital that students are not led to feel inadequate having completed BTECs.

Information and guidance

According to Leathwood and Hutchings 2003 in Swinton, K. there is evidence that students choosing to study BTEC courses are not always aware of their options for degrees. There is the potential for students to have received poor guidance when considering higher education.

Insufficient academic support

The outcomes that are being seen in terms of the award gaps in attainment, continuation and completion between A level students and BTEC indicate that support is required to help students make the transition from BTEC study to Higher Education. In addition to our statistics as gathered from the OfS dashboard research has shown that BTEC students are twice as likely to drop out before second year than students with A levels.

Insufficient personal support

Research carried out by Dr. Catherine Dilnot at Oxford Brookes University and funded by Nuffield Foundation indicated that BTEC students are also more likely to be from disadvantaged backgrounds. At the UoS this is further compounded by noting our intersection of BTEC and black students and BTEC and Asian students, with white A level students outperforming both in terms of continuation. Students from IMD quintile 1 and 2 backgrounds who arrive at university and find it difficult to adapt to the different mode of study could potentially feel they have been let down and lack a sense of belonging which in turn could cause them to withdraw or to develop mental health problems.

https://www.brookes.ac.uk/business/about/news/2022/01/students-with-btecs-are-successful-across-a-range accessed 26.05.2023

Mental health issues

The potential for students to feel that they are not succeeding or that they do not belong in Higher Education, compounded by them coming from underrepresented and/or low income backgrounds could lead to the development of mental health problems. The likelihood of just not feeling good enough and developing imposter syndrome is real and needs to be addressed.

B4.1 Attainment and completion rate indications of risk: variation in award outcomes and completion rates for IMD quintile 1 students
Target reference number in Fees, Investments and Targets document: PTS_7 and PTS_12
Theory of Change

Situation	An on course award gap between Indices of Multiple Deprivation (IMD) quintile 5 students and quintile 1 which has been broken down by ethnicity but which still proves that white students from quintile 5 outperform white students from quintile 1. Gap in completion rates where quintile 5 students outperform quintile 1			
Aims	To reduce the award gap and gap in completion rates for IMD quintile 1 students			
Inputs	**Activities**	**Outputs**	**Outcomes**	**Impact**
• Considerable cross-over with the BTEC theory of change due to many BTEC students being from IMD quintile 1 background. • Deeper analysis to take place to identify overlap between two groups as part of the Enabling Student Success programme • Timetabling principles to be refreshed which could reduce travel cost implications for students	• Inclusive curriculum development • Academic Success strand of the Enabling Student Success project will meet on a regular basis to review actions • School Learning and Teaching Committees to meet • To monitor IMD quintile 1 students holistically: attainment, continuation, completion, engagement levels re: academic support and pastoral support	• Action and implementation plans based on outcomes of academic audits • Ongoing monitoring of progress being made across the two areas • Feedback surveys from the students re: impact of cost of living • Feedback from academic colleagues • Analysis of engagement statistics with Money, Advice and Funds Service, presence on campus, mental health and wellbeing.	• IMD quintile 1 students will have increased level of confidence • Improved sense of belonging (less evidence of imposter syndrome) • Better assessment and exam grades • Better completion rates • Better mental health outcomes • Higher levels of engagement on campus • UoS meets APP targets	• Improved degree classifications • Improved employability skills • Opportunity to gain well paid employment and overcome financial challenges experienced earlier in life
Rationale and assumptions	**Rationale:** A major impact on students from IMD quintile 1 backgrounds will be their experiences prior to university and the lack of opportunities they had. Ongoing cost of living challenges may adversely affect their ability to attend and there may not be the support available from friends and family **Assumptions:** That the university accepts the challenge to adapt to the needs of these students rather than adopt a deficit model where the blame is attributed to the student.			

Evidence base and rationale aligned with risks to equality of opportunity

Knowledge and skills

As mentioned in the Nuffield report, students from areas of deprivation are more likely to have completed BTEC qualifications before registering at university. The challenges faced in having to adjust to a new way of learning have to be taken into consideration for this group of students to succeed. The knowledge and skills required to achieve 'A' levels are more appropriate for university study and yet this gap in knowledge is not insurmountable. Without support to make the transition students from more deprived areas are less likely to be successful. Students are less likely to have had access to as high a quality of education and skills. Lack of income can adversely impact the ability to buy books:

According to the Literacy Trust:

> *Nearly 1 in 10 (9.7%) children and young people who received free school meals (FSMs) said that they did not have a book of their own at home compared with 1 in 17 (5.8%) of those who do not receive FSMs. This is a very slight increase compared with 2021, when 1 in 11 (9.2%) children and young people who received FSMs said that they didn't have a book of their own at home.*

Information and guidance

Students from quintiles 1 and 2 are less likely to have received good quality information and guidance before coming to university either about choice of course or career. Sadly choice of study may be determined more by cost of travel and the need to be near family rather than consideration of what is best for the individual. One student consultant talked about the importance of studying something you enjoy rather than that which will aligns more with academic abilities. The incidence of health deprivation and disability could result in students within this group having caring responsibilities for family members and as such their choices are again restricted.

Insufficient academic support

In some cases students from this background may have had poor academic support at School, sixth form college or Further Education (FE) college. There may be a tendency for schools in the more deprived areas to prepare students for vocational study and work, with little encouragement to consider further or higher education. Of interest, a number of students on the student consultation group were extremely disillusioned with school and found it to be of limited value. However, they are enjoying the learning experience at university.

Insufficient personal support

Students from IMD quintile 1 and 2 are more likely to be 'first in family' to come to university and are unlikely to gain the support from parents or siblings as enjoyed by others. This is through no fault of the parents, they themselves are likely to have had to 'get by' to make ends meet and are keen for their children to aspire to a better lifestyle. Lack of family wealth may mean that students are unable to take advantage of extracurricular activities such as school trips

Mental health

According to Knifton and Inglis (2020), 'Poverty and deprivation are key determinants of children's social and behavioural development and adult mental health'.

When considering students, the OfS reports: 'Among part-time students, those who came from the most deprived areas of Britain (Index of Multiple Deprivation quintile 1) were most likely to report having a mental health condition, while those from the least deprived were least likely to do so.

Ongoing impacts of coronavirus

Current students from IMD quintiles 1 and 2 are likely to have had most impact from COVID, having potentially lost family members including care givers. Where students were able to gain access to laptops, their use may have been restricted due to lack of or poor internet connection. The Salford Education Technology Fund heard from many students who had to share devices with other family members, including students with children who were only able to access the devices after their children had finished using them for homework.

> Green, F. (2020) notes that "The proportion of children in receipt of free school meals who spent more than four hours on schoolwork was 11 percent, as compared with 19 percent among those not eligible."

Ongoing cost pressures

During student consultation sessions, the students regularly referred to the cost of transport and it determining whether or not they could afford to attend university. The benefit of attending university for one hour long lecture often has to be balanced with the cost of the rail fare. Again, childcare costs can also add to the pressures of being a mature student with childcaring responsibilities.

B5.1 Continuation indication of risk: Non-care experienced students have a better continuation rate than care experienced students
Target reference number in Fees, Investments and Targets document: PTS_10
Theory of change:

Situation	Non-care experienced students have a better continuation rate than care experienced students			
Aims	By 2027-28 the continuation rate for care experienced students will have reduced from 8.7% to 2%			
Inputs	**Activities**	**Outputs**	**Outcomes**	**Impact**
• To identify pinch points that have a negative impact on continuation • To review the financial support available to see if finance has any impact on attendance on campus • To identify what support framework could help • Bearing in mind small data and GDPR requirements, carry out a review to identify engagement in academic skills support, attendance on campus, use of student support services	• Determine the best approach for getting input from care experienced students who can be difficult to engage. • Engagement with care experienced students to gain their input into contributory factors to poor continuation rates • Co-create a support framework for care experienced students	• Working group of 10 care experienced students that will meet on a monthly basis during 2024/25. • Set of recommendations to be put into action and evaluated over the academic years 2025/6, 26/7 and 27/28.	• Care experienced students will have increased confidence • Improved feeling that they belong • Better continuation rates may lead to fewer financial worries which in turn may impact on mental health • UoS meets APP targets	• Improved continuation rate for care experienced students • Care experienced graduates able to access well paid employment or higher level of study
Rationale and assumptions	**Rationale:** care experienced students appear to do well in terms of attainment and therefore further investigation into why continuation is a problem needs to be explored and may be down to support mechanisms **Assumptions:** the review of teaching being carried out as part of the Enabling Student Success project is likely to have a positive impact on care experienced students, but the student experience needs to be considered holistically.			

Evidence base and rationale aligned with risks to equality of opportunity

The OfS insight brief, 'Consistency needed: Care experienced students and Higher Education', the OfS reports on the chaotic nature of Care Leavers' education prior to starting at University and the need to ensure consistency, one to one support, care experienced bursaries and year round accommodation. UoS negotiates 52 week accommodation contracts for care experienced and estranged students living in properties maintained by our partner organisation 'Campus Living Villages' and we provide a bursary for each year of their course, disbursed in two payments. However, we need to build on this and look at how we can help the students' continuation rates as currently they are taking too long to complete their degree in common with other care experienced students as noted in the OfS report.

Knowledge and skills

Students who have experience of local authority care can be at a significant disadvantage in development of skills and knowledge due to gaps in education, non-attendance at school and missing qualifications, all which are clear barriers to progression. However, the psychological effects of childhood trauma, the disruption of going into care, moving placements, changing social workers, losing support at aged 18 etc may mean that the key supporters may also have very low educational expectations of the students.

Information and guidance

Care experienced students are less likely to have received good quality information and guidance because their carers, social workers and local authority staff may have insufficient knowledge about HE to be able to advise and support. Due to low educational expectations, or low attainment in school, these students may miss opportunities to make informed decisions about HE, and develop the aspiration needed to progress. The research findings from the NNECL 'Moving On Up: Pathways of care leavers and care-experienced students into and through higher education' report state:

> *Some local authorities had been unable to provide students with good advice due to their limited experience of supporting care leavers into HE. This variously manifested itself in a lack of information about what HEIs could offer in terms of support, poor help in completing student finance forms, an inability to attend open days, an absence of advice about courses and career options and a lack of liaison between local authority and HEI.*

Insufficient academic support

Students may be much less willing to access academic support for several reasons including a lack of confidence, a lack of trust, and a lack of understanding from staff of the struggles that care experienced students can face. Some of their academic tutors, lecturers etc may lack the key knowledge points that would enhance the support they might offer. Sometimes, academic colleagues may misunderstand care experienced students' actions, and dismiss or signpost them incorrectly, leading to disengagement, and potentially non-continuation.

Insufficient personal support

At 18, many students may experience a significant reduction in local authority support, including the possibility of becoming independent, living alone, managing their own finances and lose contact with Personal Advisors. Driscoll, (2013) in the report 'Supporting Care Leavers to fulfil their educational aspirations: resilience, relationships and resistance to help'; Berridge D, Bell K et al in their report 'The Education Progress of Looked After Children in England: Technical Report 3: Perspectives of Young People, Social Workers, Carers and Teachers' (2015) noted care experienced students strong desire to have a dedicated figure within the university who can provided a safety net previously provided by a social worker or foster parent – advice, advocacy, reassurance and troubleshooting.

This can be extremely beneficial for these students, and when personal support is scattered across several services, can lead to disengagement.

Mental health

According to the UCAS 'Next Steps' report, Care-experienced applicants are nearly twice as likely to be disabled and nearly three times more likely to share a mental health condition than non-care-experienced applicants.
Managing student mental health and accessing mental health support is a significant barrier for care experienced students. Due to the timing of a significant drop-in local authority support, there is a strong need for universities to provide a transitional bridge from FE to HE, rather than the student only becoming aware of the mental health support on offer in times of crisis.

Ongoing impacts of coronavirus

The ongoing impacts of coronavirus on this student group may be more pronounced and significant due to the higher likelihood of students experiencing mental health difficulties due to isolation during lockdown periods. Whilst students who were at Salford during the pandemic were kept informed and much was done to provide regular updates on food provision and the support available in the case of illness, it must have meant more disruption to already chaotic lives.

Ongoing cost pressures

Care experienced students receive varying levels of support from local authorities depending on where they live. An excerpt from the government report 'Ready or not: care leavers' views of preparing to leave care', published 19th January 2022 states:

> Many care leavers felt unprepared to manage money. Some were not aware of what bills they needed to pay, or how to budget. In some cases, this led to them getting into debt, losing tenancies, or not being able to afford food or travel. Some care leavers were still in debt years later. When they were asked what made them feel unsafe when they first left care, being worried about money was the most common reason reported. A few care leavers reported getting into crime when they left care in order to get money, or because they were not able to manage their finances.

Capacity issues

Whilst accommodation can be a problem, the University always reaches out to care experienced students to ensure that they are given priority support over finding accommodation.

Lack of family support

The lack of a support framework in terms of no family, can exacerbate the challenges faced by care experienced students particularly when they've come through a pandemic and cost of living crisis. Having no family support can make the care experienced student feel isolated and compounds other issues such as mental health problems, financial problems, the need to make it appear that you're 'OK'. Whilst local authorities provide a dedicated personal adviser, this can never be a substitute for parents and siblings, particularly when navigating a totally new experience such as university.

B6.1 Progression indication of risk: Difference in ethnicity progression rates and in the progression rates for males from deprived areas compared with females from lesser deprived areas.

Target reference number in Fees, Investments and Targets document: PTP_1 and PTP_2

Theory of change:

Situation	Difference in progression rates for minoritized ethnicity students and females from quintiles 1 and 2			
Aims	By 2027-28 the University will address the difference in progression rates for Asian students when compared with other ethnicities, with correlation to IMD quintile 1 and HQE BTEC. Also, inequality in outcomes for quintiles 1 and 2 females when compared with males quintiles 3.4 and 5			
Inputs	**Activities**	**Outputs**	**Outcomes**	**Impact**
• To ensure this sub-group has priority support as part of the development of the work integrated learning infrastructure • A proportion of the investment in the work integrated learning infrastructure funding can be attributed to this specific group • To identify what other pressures these students may experience that could adversely impact on their progression rates • To link in with the Equity of Student Outcomes group • To analyse potential unconscious bias on the part of employers by industry	• Analysis of programmes / disciplines where the problem is most notable • Process for increasing student engagement in work based learning • Increased employer engagement to support students throughout programme of study • Investigation into Asian students' attitudes to work in terms of managing expectations e.g. offers made versus acceptance.	• Investment to grow, improve and align current infrastructure • Development of quality standards to ensure a robust approach to delivery and monitoring of outcomes • Engagement with students to ensure a collaborative student-centric approach by using Student Insights process	• UoS meets APP targets • Increased number of Asian students engaging in work-based placements • Asian students having increased levels of confidence when applying for graduate level employment and increased ability to articulate skills at interview	• Better progression rates for Asian students • Better progression rates for Asian students from IMD quintile 1 • Better progression rates for Asian students with HQE BTEC
Rationale and assumptions	**Rationale:** again major project work is underway relating to work integrated learning but it is important to consider cultural pressures and potential racism **Assumptions:** that the benefits of considering award gap will have a positive impact on progression			

B 7.1 Our student consultants

During the preparation of this Plan we consulted with a group of 18 students who were from a variety of widening participation backgrounds. We are indebted to them for their advice and their proactive approach towards wanting to help future students. There were areas that the students raised as being of concern and which are appropriate to list here

Issues	Planned resolution
Information and guidance when deciding on course of study:Little guidance on website to explain how best to understand the different course types available.. • A glossary of university terminology would be helpful.	We will ensure that the website for prospective students provides better guidance and introduce a glossary of university terminology for students applying to and registering.
Timetabling: Consider those with childcare issues and cost implications of lectures running late afternoon • Cost of travel implications when only a one hour long session only in a day • Missing out on extra curricular activity e.g. languages courses delivered in early evening. • Late issue of timetables is not good for students with anxiety or disability issues.	Personalisation of timetables and communication around timetabling is an area covered by the Enabling Student Success: 9 refreshed challenges and actions action plan.
Assessments Spreading out assessments rather than grouping them	Shared with Associate Deans (academic) for consideration within the schools.
Sharing of best practice between lecturers Many students report excellent experience of personal tutoring, teaching and provision of advice and encouragement from lecturers. Inclusive teaching guidance e.g. posting slides 24 hours in advance must be adhered to. Making lectures exciting so students want to attend.	The Learning Teaching and Enhancement Centre run monthly 'Spotlight' sessions where best practice is shared. In addition, feedback to be given to the Pro Vice Chancellor, Learning and Teaching. To be shared with the University Learning and Teaching Committee
Lecture capture Of particular benefit to students with disabilities	This will be raised with the University Learning and Teaching Committee
Universal Credit not available for students with families (a national problem)	To be shared with the OfS and Students' Union to see if policy can be reviewed
Cost of travel Often students must weigh up the benefits of going on campus against the cost and length of time travelling	A problem recognised by the Pro Vice Chancellor, Student Experience. The University will endeavour to share this problem with the Greater Manchester Combined Authority.

Trans awareness One member of the academic staff being reluctant to talk about trans issues in a teaching session	To be brought to the attention of the Associate Pro Vice Chancellor EDI who will investigate awareness and confidence raising with academics
Safety on campus Members of the consultation group raised concerns about feeling safe on campus	This will be picked up by the Campus and Student Life Steering group
Disability and teaching spaces Some buildings are not user friendly for students with physical disabilities e.g. heavy doors	A working group has been established to review the suitability of teaching spaces and the DIT infrastructure across campus.
Students with neurodiverse needs Lack of understanding around the needs of neurodiverse students and the challenges they face.	The Disability and Inclusion team are establishing a plan where they will engage with students to draw up guidance for staff.

Annex B

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

Provider name: University of Salford, The

Provider UKPRN: 10007156

Summary of 2024-25 entrant course fees

*course type not listed

Inflation statement:

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

Table 3b - Full-time course fee levels for 2024-25 entrants

Full-time course type:	Additional information:	Sub-contractual UKPRN:	Course fee:
First degree		N/A	9250
Foundation degree	Health & Society	N/A	9250
Foundation year/Year 0	All subjects except Music with Foundation Year	N/A	8250
Foundation year/Year 0	International Foundation Year	N/A	9250
Foundation year/Year 0	Music with Foundation Year Courses	N/A	9250
HNC/HND	Arts, Media and Creative Technology, SEE and Business Programmes	N/A	8500
HNC/HND	HNC Construction	N/A	9250
CertHE/DipHE	*	N/A	*
Postgraduate ITT	*	N/A	*
Accelerated degree	*	N/A	*
Sandwich year	All subjects	N/A	1385
Erasmus and overseas study years	*	N/A	*
Turing Scheme and overseas study years		N/A	1385
Other	*	N/A	*

Table 3b - Sub-contractual full-time course fee levels for 2024-25

Sub-contractual full-time course type:	Sub-contractual provider name and additional information:	Sub-contractual UKPRN:	Course fee:
First degree	Bury College - BSc (Hons) Nursing - Level 4	10001005	9250
First degree	Salford City College - BSc Psychology - Level 4 BSc Pyschology & Criminology - Level 4	10005032	7500
Foundation degree	*	*	*
Foundation year/Year 0	*	*	*
HNC/HND	*	*	*
CertHE/DipHE	*	*	*
Postgraduate ITT	*	*	*
Accelerated degree	*	*	*
Sandwich year	*	*	*
Erasmus and overseas study years	*	*	*
Turing Scheme and overseas study years	*	*	*
Other	*	*	*

Table 4b - Part-time course fee levels for 2024-25 entrants

Part-time course type:	Additional information:	Sub-contractual UKPRN:	Course fee:
First degree		N/A	6935
Foundation degree	*	N/A	*
Foundation year/Year 0	*	N/A	*
HNC/HND		N/A	4625
CertHE/DipHE	*	N/A	*
Postgraduate ITT	*	N/A	*
Accelerated degree	*	N/A	*
Sandwich year	*	N/A	*
Erasmus and overseas study years	*	N/A	*
Turing Scheme and overseas study years	*	N/A	*
Other	*	N/A	*

Table 4b - Sub-contractual part-time course fee levels for 2024-25

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

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

Provider name: University of Salford, The

Provider UKPRN: 10007156

Investment summary

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

Notes about the data:

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

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

In Table 6d (under 'Breakdown'):

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

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

Table 6b - Investment summary

Access and participation plan investment summary (£)	Breakdown	2024-25	2025-26	2026-27	2027-28
Access activity investment (£)	NA	£2,873,000	£2,990,000	£3,077,000	£3,160,000
Financial support (£)	NA	£2,882,000	£2,754,000	£2,796,000	£2,830,000
Research and evaluation (£)	NA	£100,000	£100,000	£100,000	£100,000

Table 6d - Investment estimates

Investment estimate (to the nearest £1,000)	Breakdown	2024-25	2025-26	2026-27	2027-28
Access activity investment	Pre-16 access activities (£)	£123,000	£134,000	£134,000	£135,000
Access activity investment	Post-16 access activities (£)	£2,750,000	£2,856,000	£2,943,000	£3,025,000
Access activity investment	Other access activities (£)	£0	£0	£0	£0
Access activity investment	**Total access investment (£)**	**£2,873,000**	**£2,990,000**	**£3,077,000**	**£3,160,000**
Access activity investment	*Total access investment (as % of HFI)*	**5.3%**	**5.5%**	**5.5%**	**5.6%**
Access activity investment	**Total access investment funded from HFI (£)**	**£2,161,000**	**£2,247,000**	**£2,312,000**	**£2,371,000**
Access activity investment	**Total access investment from other funding (as specified) (£)**	**£712,000**	**£743,000**	**£765,000**	**£789,000**
Financial support investment	Bursaries and scholarships (£)	£2,552,000	£2,424,000	£2,466,000	£2,500,000
Financial support investment	Fee waivers (£)	£0	£0	£0	£0
Financial support investment	Hardship funds (£)	£330,000	£330,000	£330,000	£330,000
Financial support investment	**Total financial support investment (£)**	**£2,882,000**	**£2,754,000**	**£2,796,000**	**£2,830,000**
Financial support investment	*Total financial support investment (as % of HFI)*	**5.3%**	**5.0%**	**5.0%**	**5.0%**
Research and evaluation investment	Research and evaluation investment (£)	£100,000	£100,000	£100,000	£100,000
Research and evaluation investment	*Research and evaluation investment (as % of HFI)*	0.2%	0.2%	0.2%	0.2%

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

Provider name: University of Salford, The

Provider UKPRN: 10007156

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	2024-25 milestone	2025-26 milestone	2026-27 milestone	2027-28 milestone
	PTA_1														
	PTA_2														
	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	2024-25 milestone	2025-26 milestone	2026-27 milestone	2027-28 milestone
By 2029-2030 the University will eliminate the award gap between White and Black full time undergraduate students	PTS_1	Attainment	Ethnicity	Black	White	Target group is Black full time undergraduates whose degree classification is lower than that of White students	No	The access and participation dataset	2021-22	Percentage points	24.5	20.7	18.5	15.5	11.5
By 2029-30 the University will eliminate the award gap between White and Asian full time undergraduate students	PTS_2	Attainment	Ethnicity	Asian	White	Target group is Asian full time undergraduates whose degree classification is lower than that of White students	No	The access and participation dataset	2021-22	Percentage points	16.6	13.2	11.8	9.6	7.1
By 2029-2030, eliminate the Highest Qualification on Entry A-Level/BTEC attainment gap for full time undergraduate students	PTS_3	Attainment	Other	Other (please specify in description)	N/A	Target group is BTEC full time undergraduate students who under perform A-Level students. Data from UCAS data for HESA	No	UCAS data (please include details in commentary)	2021-22	Percentage points	20.3	16.6	14.7	12.2	9
By 2027-28 we will eliminate the gap between Black A level attainment and that of Black BTEC students which currently stands at 30.2%	PTS_4	Attainment	Other	Other (please specify in description)	N/A	Target group is Black BTEC full time undergraduate students who under perform Black A-Level students.	No	UCAS data (please include details in commentary)	2021-22	Percentage points	30.2	22.6	17.4	10.5	0
By 2027-28 we will eliminate the attainment gap between White BTEC students and Black BTEC students which currently stands at 27%	PTS_5	Attainment	Ethnicity	Black	White	Target group is Black BTEC full time undergraduate students who under perform White BTEC full time undergraduate students	No	UCAS data (please include details in commentary)	2021-22	Percentage points	27.0	20.4	15.6	9.0	0
By 2027-28 we will eliminate the gap in attainment between White BTEC students and Asian BTEC students which currently stands at 15.9%	PTS_6	Attainment	Ethnicity	Asian	White	Target group is Asian BTEC full time undergraduate students who under perform White BTEC students	No	UCAS data (please include details in commentary)	2021-22	Percentage points	15.9	11.5	8.6	4.9	0
By 2027-2028 we will eliminate the attainment gap where IMD quintiles 3, 4 and 5 full time undergraduate male students outperform quintiles 1 and 2 full time undergraduate male students	PTS_7	Attainment	Intersection of characteristics	Other (please specify in description)	N/A	Target group is IMD Quintiles 1 and 2 male full time undergraduate students	No	The access and participation dataset	2021-22	Percentage points	10.6	8.1	6.2	3.6	0
Eliminate the gap between White 'A' level full time undergraduate students and White BTEC full time undergraduate students where White 'A' level students outperform White BTEC students	PTS_8	Continuation	Intersection of characteristics	Other (please specify in description)	N/A	Target group is White students entering with a BTEC. Data via UCAS data for HESA	No	UCAS data (please include details in commentary)	2021-22	Percentage points	9.9	6.5	4.9	2.9	0
Eliminate the gap between Asian 'A' level full time undergraduate students and Asian BTEC full time undergraduate students	PTS_9	Continuation	Intersection of characteristics	Other (please specify in description)	N/A	Target group is Asian students entering with a BTEC. Data via UCAS data for HESA.	No	UCAS data (please include details in commentary)	2021-22	Percentage points	8.6	5.8	4.4	2.6	0

Aim	Ref	Lifecycle stage	Characteristic	Target group	Comparator group	Description and commentary	Is this target collaborative?	Data source	Baseline year	Units	Baseline data	2024-25	2025-26	2026-27	2027-28
Reduce the gap in continuation for full time undergraduate students between non care leavers and care leavers to 2pp by 2027/28	PTS_10	Continuation	Care leavers	Care leaver students	Students who are not care leavers	Target group is care experienced students identified through UCAS application and online registration, further verified with students	No	SLC data (please include details in commentary)	2021-22	Percentage points	8.7	6.8	5.7	4.2	2.0
Reduce the difference in completion rates between Asian A level students and Asian BTEC students where it currently stands at 16.5%	PTS_11	Completion	Intersection of characteristics	Other (please specify in description)	N/A	Target group is Asian BTEC full time undergraduate students who under perform Asian A-Level students. Data from UCAS data for HESA	No	OFS Individualised files and internal UOS Data (Banner)	2017-18	Percentage points	16.5	12.8	10.1	6.1	0
Reduce the gap in completion rates between IMD Q1 and 2 female students and that of male Q1 and 2 where it currently stands at 8.2 %	PTS_12	Completion	Intersection of characteristics	Other (please specify in description)	N/A	Target group is male IMD quintiles 1 and 2 full time undergraduate students who under perform female IMD quintiles 1 and 2 full time undergraduate students . Data from UCAS data for HESA	No	The access and participation dataset	2017-18	Percentage points	8.2	5.5	4.3	2.4	0

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	2024-25 milestone	2025-26 milestone	2026-27 milestone	2027-28 milestone
Reducing the gap in progression rate between White full time undergraduate students and Asian full time undergraduate students where White students currently outperform Asian students	PTP_1	Progression	Ethnicity	Asian	White	Target group is Asian full time undergraduate students who under perform White full time undergraduate students .	No	The access and participation dataset	2019-20	Percentage points	6.6	5	4.3	3.3	2.0
Reduce the gap in progression between IMD Q1 White students and IMD Q1 Asian students which currently stands at 11.4%	PTP_2	Progression	Ethnicity	Asian	White	Target group is Asian IMD Q1 full time undergraduate students who under perform White IMD Q1 full time undergraduate students .	No	OFS Individualised files and internal UOS Data (Banner)	2019-20	Percentage points	11.4	7.0	5.4	3.2	0
	PTP_3														
	PTP_4														
	PTP_5														
	PTP_6														
	PTP_7														
	PTP_8														
	PTP_9														
	PTP_10														
	PTP_11														
	PTP_12														