

UNIVERSITY OF YORK ACCESS AND PARTICIPATION PLAN 2025-26 TO 2028-29

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INTRODUCTION AND STRATEGIC AIM

1. This Access and Participation Plan (APP) sets out how the University of York (hereafter referred to as York) will support underrepresented students to access and succeed in higher education and to progress into further study or graduate employment. Focused on full-time home undergraduate students, it identifies risks to equality of opportunity, outlining intervention strategies and a whole provider approach to address them.
2. Founded in 1963 on the principles of academic excellence, the application of learning for social benefit, and equality of opportunity, these traditions remain at the heart of our mission and values today. In our [Social Mobility Pledge](#), we are committed to driving social mobility locally, regionally and nationally. We seek to be a place where all students can thrive, embracing and valuing their diverse backgrounds and personal characteristics. Our [University Strategy 2030](#) positions us a 'University for Public Good': an equitable and inclusive institution which combines excellent teaching and research for social benefit. The outstanding nature of our teaching quality was recognised by a Gold award in the [Teaching Excellence Framework](#) 2023.
3. This APP underpins our Strategy¹. We are committed to providing an education that empowers all students, within an inclusive, welcoming community. We believe in opening opportunities for all, through strong widening access interventions. We have a key strategic commitment to ensuring no gaps exist in continuation, progression, and award across the diversity of our student cohorts.
4. The APP facilitates the further development of existing commitments to support students with care experience (reflected in our National Network for the Education for Care Leavers ([NNECL](#)) [Quality Mark Award](#)); students who are estranged from their families (reflected in our [Stand Alone Pledge](#) and [Stand Alone Legacy Pledge](#)); and refugees (reflected by the fact that we are a [University of Sanctuary](#)).

Our Context and Location:

5. We are a medium-sized University with 20,585 students across all levels of study (2023/24), of which 15,400 are undergraduates and 13,300 are full-time home undergraduates². Our undergraduate programmes span 23 academic departments/schools, grouped under the Faculties of Arts and Humanities, Sciences and Social Sciences. As a collegiate university, all our taught students belong to one of 11 Colleges, which provide pastoral support and foster a sense of belonging through community-building activities.
6. Our context and location bring both opportunities and challenges for access and participation:
 - a. Our education builds on high entry standards. We know that some students face barriers during their journey to university and we take this into account with our [alternative offers](#).
 - b. We are a campus-based University, located in the City of York, which is a small, historic, largely affluent, and predominantly White city. Although York as a destination attracts many of our applicants, this context may also discourage some students from applying.
 - c. Due to the excellence of our students, coupled with our teaching and employability support, our progression rates are good, and our students are attractive to employers. Nonetheless, financial barriers can impact student success, especially for underrepresented groups; many students take on part-time jobs. This challenge is exacerbated by the high cost of living in York.
7. Our identification of risks to equality of opportunity, intervention strategies and whole provider approach have been informed by this context.

¹ [York 2020-2030 strategy: University for Public Good](#), p.11-14

² [Student statistics - About the University, York](#)

RISKS TO EQUALITY OF OPPORTUNITY

8. The [Office for Students'](#) (OfS) definitions are used in the production of our APP:

Term	Definition ³
Equality of Opportunity	In the context of higher education, it means that individuals are not hampered in accessing and succeeding in higher education as a result of their background or circumstances they cannot fairly influence.
Risk to Equality of Opportunity	A risk to equality of opportunity occurs when the actions or inactions of an individual, organisation or system may reduce another individual's choices about the nature and direction of their life.
Indication of Risk	Refers to a potential impact of a risk to equality of opportunity in relation to higher education, that is visible in data or apparent through other insights.
<u>Equality of Opportunity Risk Register</u>	This is the OfS' risk register that sets out the greatest sector-wide risks to equality of opportunity in English higher education.

Approach to Identifying our Risks to Equality of Opportunity

9. We used the following process to identify the key risks to equality of opportunity that we will address through our APP:

a. Identification of Indications of Risk

- i. A detailed analysis of York's data in the OfS' [Access and Participation Data Dashboard](#) was conducted to identify our most substantial indications of risk (see [Annex A: Assessment of Performance](#)). The identified indications of risk are summarised in [Table 1](#).

b. Consultation and Consideration of the National Equality of Opportunity Risk Register (EORR)

- i. Indications of risk were shared with key stakeholders (students and staff) and informed extensive consultations, which took the EORR and other available evidence into consideration. This allowed us to gain an initial understanding of the underlying risks to equality of opportunity that are visible in our indications of risk. You can see how our indications of risk map to the national EORR in [Table 1](#) and can refer to [Student Consultation](#) for additional details regarding student engagement.
- ii. The EORR, alongside student voice, also helped us identify smaller student groups facing risks to equality of opportunity, especially in cases where quantitative data analysis was not available.

c. Understanding Risks in the York Context

- i. The consultation process produced a substantial amount of qualitative information regarding the risks to equality of opportunity that our students may be experiencing. To further deepen and enhance our understanding of these risks within our local context, we chose to conduct an inductive thematic analysis of this information. From this analysis, we identified five risks related to the student experience at York specifically, gaining insight into their potential impact across the whole student lifecycle and intersectionality of experience.
- ii. The York Risks have been mapped to the national EORR and allow a more nuanced understanding and articulation of how sector-level risks to equality of opportunity manifest within our local context. See [Table 2](#) for the York Risks and how they map to the national EORR and see [Table 1](#) for how our indications of risk map to the York Risks.

10. We designed our [Intervention Strategies](#) to address the York Risks, providing a comprehensive framework to support our student groups intersectionally. Aligning the York Risks with the EORR ensures that we are concurrently addressing the identified national risks to equality of opportunity. The approach we have taken aims to foster genuine collaboration across the entire institution, with strategies aligned to the five risks across the entire student lifecycle.

³ [OfS Regulatory Advice 6](#) - Glossary

Table 1: Indications of Risk Summary

Indication of Risk (IR)	Lifecycle Stage	Student Group	Comparison Group	Description of Indication of Risk	Most Recent Data	Related EORR Risks	Related York Risks
IR 1.1	Access	IMD Q1 FSM	n/a	Although the percentages of students from low socio-economic backgrounds enrolled at York (measured using IMD Q1 and students eligible for FSM) have increased, they remain low and are below the Sector average.	IMD Q1: 9.6% FSM: 8.2%	1, 2, 3, 4, 5, 9, 10, 11, 12	1, 2, 3
IR 1.2	Access	Asian	n/a	Although the percentage of Asian students enrolled at York has increased, it remains low and is below the Sector average.	6.1%	1, 2, 3, 4, 5, 9	1, 2, 3, 4, 5
IR 1.3	Access	Black	n/a	The percentage of Black students enrolled at York is low, has not increased and is below the Sector average.	2.2%	1, 2, 3, 4, 5, 9	1, 2, 3, 4, 5
IR 2.1	Continuation	Mature	Young	Although the gap between Mature and Young students continuing at York has decreased, the gap remains large.	-8.3pp	1, 5, 6, 7, 8, 9, 10, 11	1, 2, 3, 4
IR 2.2	Continuation	Black	White	The gap between Black and White students continuing at York is large and is increasing.	-7.3pp	4, 6, 7, 8, 9, 10, 11	1, 2, 3, 4, 5
IR 2.3	Continuation	FSM	Not eligible for FSM	The gap between students eligible for FSM and students not eligible continuing at York is large and is increasing.	-6.2pp	3, 6, 7, 9, 10	2, 3, 4
IR 3.1	Completion	Mature	Young	The gap between Mature and Young students completing after four years at York is large, has not decreased and is below the Sector average.	-11.9pp	1, 5, 6, 7, 8, 9, 10, 11	1, 2, 3, 4
IR 3.2	Completion	Black	White	The gap between Black and White students completing after four years at York is large and is increasing.	-6.6pp	3, 4, 6, 7, 8	2, 3, 4, 5
IR 3.3	Completion	IMD Q1	IMD Q5	Although the gap between IMD Q1 and IMD Q5 students completing after four years at York has decreased, the gap remains large.	-4.5pp	2, 3, 6, 7, 8	2, 3, 4
IR 3.4	Completion	Mental Health Condition	No known disability	Although the gap between students with a reported mental health condition and students with no known disability completing after four years at York has decreased, the gap remains large.	-5.7pp	6, 7, 8	2, 3, 4, 5
IR 3.5	Completion	Sensory, Medical or Physical Condition	No known disability	The gap between students with a reported sensory, medical, or physical condition and students with no known disability completing at York is large and is increasing.	-1.7pp	5, 6, 7, 9, 10, 11	2, 3, 5

IR 4.1	Awarding	Mature	Young	Although the gap between Mature and Young students being awarded a 'good degree' at York has decreased, the gap remains large and is below the Sector average.	-13.3pp	1, 5, 6, 7, 8, 10, 11	1, 2, 3, 4
IR 4.2	Awarding	IMD Q1 / FSM	IMD Q5 / Not eligible for FSM	The gaps between IMD Q1 and IMD Q5 students and between students eligible for FSM and students not eligible being awarded a 'good degree' at York are large and both gaps are increasing.	IMD Q1: -17.8pp FSM: -17.3pp	2, 3, 5, 6, 7, 8, 9, 10	2, 3, 4
IR 4.3	Awarding	Black	White	The gap between Black and White students being awarded a 'good degree' at York is large and the gap is increasing.	-17.0pp	3, 6, 7, 8	2, 3, 4, 5
IR 4.4	Awarding	Asian	White	Although the gap between Asian and White students being awarded a 'good degree' at York has decreased, the gap remains large and is below the Sector average.	-12.8pp (AGG2Y: -8.7pp) ⁴	6, 7, 8	2, 3, 4, 5
IR 5.1	Progression	Mental Health Condition	No known disability	The gap between students with a reported mental health condition and students with no known disability progressing to further study or graduate employment from York is large, is increasing and is below the Sector average.	-5.7pp	7, 8, 12	2, 3, 4
IR 5.2	Progression	Disability (Aggregated)	No known disability	The gap between students with a reported disability and students with no known disability progressing to further study or graduate employment from York is large, has not decreased and is below the Sector average.	-3.1pp	7, 8, 10, 11, 12	2, 3, 4, 5
IR 6	Whole Lifecycle	Students with care experience and students who are estranged	Students with no care experience and who are not estranged	Numbers are small for these student groups and the lack of a Sector figure means comparison of absolute performance is not possible. National research and insights from our student community indicates that students with care experience and students who are estranged are less likely to access higher education, less likely to continue, complete and be awarded a 'good degree', and are more likely to experience unique challenges during progression from higher education.	OfS - Care experienced students and looked after children OfS - Estranged students	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12	1, 2, 3, 4

See how these indications of risk were identified in [Annex A](#).
See these indications of risk as Objectives and Targets in [Table 3](#).

⁴ The aggregated two-year data point (AGG2Y) has been included, as we have used this measure for the baseline year data of the associated target (PTS_5).

Table 2: York Risks

York Risk	Description of Risk	Related EORR Risks
<p>1 Access to and Transparency of Information</p>	<p>There is a risk that important information that students need to access and participate in university is not accessible to them when they need it. There is also a risk that individuals do not know that they are lacking the information needed to make informed choices about higher education. Without access to key and timely information early in their journey, students are less likely to see university as an option, to access higher education, or to have positive outcomes across the lifecycle.</p> <p>If educational institutions do not make key information about university life and processes easily accessible to students at the time they need it, this may negatively impact their experiences. Underrepresented students may have additional support needs for which they need access to practical advice and information, to ensure they can thrive at university. Without this information, there is a risk they will not receive the support they need and as a result, student outcomes will suffer. There is also a risk that some individuals and communities are not aware - or do not believe - that higher education is an option they could consider, and that universities are not addressing this gap in knowledge through sustained and meaningful engagement.</p> <p><i>Key points to consider across the lifecycle: pre-entry decision making; educational attainment and career choices; admissions (opt-in systems); transition to HE; financial support; wellbeing and disability support, career and internship opportunities and deadlines.</i></p>	<p>1 2 3 4 5 6 7 8 9 10 11 12</p> <p>Risk 1: Knowledge and skills Risk 2: Information and guidance Risk 4: Application success rates Risk 6: Insufficient academic support Risk 7: Insufficient personal support Risk 10: Cost pressures Risk 12: Progression from higher education</p>
<p>2 Practical and Process Barriers</p>	<p>There is a risk that university processes may limit student access to and success at university, and that students may face practical barriers to positive university experiences.</p> <p>Students may not have equal opportunity to succeed in their ambitions if processes are not designed with inclusivity in mind. If academic and assessment processes do not meet student needs, this will negatively impact student outcomes. Additionally, disjointed internal processes may further disadvantage students facing existing challenges. This includes admissions processes, applying for financial support and access to open days.</p> <p><i>Key points to consider across the lifecycle: admissions processes; allocation of accommodation; timing of assessments; optionality of assessments, following Student Support Plans; reporting processes can themselves pose challenges; removal of support from COVID.</i></p>	<p>1 2 3 4 5 6 7 8 9 10 11 12</p> <p>Risk 1: Knowledge and skills Risk 2: Information and guidance Risk 4: Application success rates Risk 5: Limited choice of course type and delivery mode Risk 6: Insufficient academic support Risk 7: Insufficient personal support Risk 9: Ongoing impact of coronavirus Risk 10: Cost pressures Risk 11: Capacity issues Risk 12: Progression from higher education</p>
<p>3 Sense of Belonging</p>	<p>There is a risk that without a sense of belonging, students may feel isolated, excluded, and marginalised, leading to lower engagement in university life and consequently worse access, continuation, completion, and awarding rates. There is also a risk that without community role models, individuals / communities may not see higher education as a place that they would belong.</p> <p>Evidence shows sense of belonging is important for student wellbeing and outcomes across the university experience. Without feeling connected to, and valued by, their institution, students are less likely to feel supported and succeed. A lack of sense of belonging can be exacerbated by a lack of role models, at university and in the wider community, and can increase feelings of imposter syndrome.</p>	<p>1 2 3 4 5 6 7 8 9 10 11 12</p> <p>Risk 1: Knowledge and skills Risk 2: Information and guidance Risk 3: Perceptions of higher education Risk 5: Limited choice of course type and delivery mode Risk 6: Insufficient academic support</p>

	<p>Underrepresented students are less likely to feel as though they belong and may perceive that higher education is not designed for them. Students on apprenticeship programmes, part-time programmes and diverse types of provision may also have a decreased sense of belonging and find it harder to participate in university life.</p> <p><i>Key points to consider across the lifecycle: perception of York as 'posh', elitist, and not diverse; role models in teaching staff and/or professional support (central services) staff; extracurricular activities; curriculum; recognising students' whole lived experience.</i></p>	<p>Risk 7: Insufficient personal support Risk 8: Mental health Risk 10: Cost pressures Risk 11: Capacity issues Risk 12: Progression from higher education</p>
<p>4 University Culture / Institutional Ethos</p>	<p>There is a risk that university culture and ethos may create additional barriers to student learning and access.</p> <p>University admissions, teaching, learning and assessment approaches, and the wider student experience may have been designed to meet the needs of more traditional student groups, and may unconsciously disadvantage marginalised groups in Higher Education. When staff assume all students have the same knowledge and skills, and have come to university through the same route, they may not explain what is expected of them in a university setting. As a result, this may create inequalities between student groups from Access through to Progression.</p> <p><i>Key points to consider across the lifecycle: academic etiquette/hidden curriculum; supervision; campus culture; college experiences; York as an expensive city with accommodation challenges.</i></p>	<p> 1 2 3 4 5 6 7 8 9 10 11 12 </p> <p>Risk 1: Knowledge and skills Risk 2: Information and guidance Risk 3: Perceptions of higher education Risk 5: Limited choice of course type and delivery mode Risk 6: Insufficient academic support Risk 7: Insufficient personal support Risk 8: Mental health Risk 10: Cost pressures Risk 12: Progression from higher education</p>
<p>5 Discrimination and Experiences of Harm</p>	<p>Students from marginalised groups in higher education, including minority ethnic groups, students with reported disabilities or students from low socio-economic backgrounds, may face discrimination or experiences of harm that impact on their university experience and outcomes.</p> <p>This may take the form of individual level experiences of racism or discrimination or may be systemic discrimination or unconscious bias. Research shows these experiences have negative impacts on student outcomes and student wellbeing, as well as increasing a sense of marginalisation and isolation. Perceptions around university and the discrimination that may be experienced could also discourage individuals from accessing university provision, or staff advising on next steps to suggest higher education as a suitable option.</p> <p><i>Key points to consider across the lifecycle: diversifying assessments; reporting mechanisms and systems; interpersonal interactions in learning settings; curriculum; staff awareness and training.</i></p>	<p> 1 2 3 4 5 6 7 8 9 10 11 12 </p> <p>Risk 3: Perceptions of higher education Risk 4: Application success rates Risk 5: Limited choice of course type and delivery mode Risk 6: Insufficient academic support Risk 7: Insufficient personal support Risk 8: Mental health Risk 11: Capacity issues Risk 12: Progression from higher education</p>

OBJECTIVES

11. We decided which indications of risk (see [Table 1](#)) to set objectives and targets for based on our assessment of performance (see [Annex A](#)).

Target Groups

Socio-Economic Status

12. To ensure clarity in our approach, we are explicitly defining the students we refer to when discussing socio-economic status (SES) or those from low socio-economic backgrounds. When we discuss the socio-economic status of our students, we take various social, economic, and socio-economic factors into account. This is essential because internal and sector⁵ evidence suggests that students with lower socio-economic status face risks to equality of opportunity. While we will monitor numerical targets for students from low socio-economic backgrounds using OfS Access and Participation Data Dashboard measures, our objectives are set more holistically to address the range of risks to equality of opportunity faced by this diverse cohort of students.
 - a. OfS Access and Participation Data Dashboard Measures:
 - i. Students eligible for Free School Meals (FSM)
 - ii. Students who live in an area of socio-economic deprivation (measured by the Index of Multiple Deprivation (IMD) Quintile 1)
 - b. Internal Measures:
 - i. A Classification of Residential Neighbourhoods (ACORN) Categories 4 or 5
 - ii. Bursary recipients (as a proxy for student household income below £35k)
 - c. Other Considerations:
 - i. Students with care experience
 - ii. Students who are estranged from their families
 - iii. Refugees or people seeking asylum
 - iv. Students whose natural parents, adoptive parents, step-parents or guardians (those who brought them up) do not hold a degree that was completed before the student finished primary school

Minoritised Ethnic Groups

13. Similarly, we are being explicit about which students we are referring to when we discuss minoritised ethnic groups, to best support the differing needs of each group. Any targets set for these student groups will be numerically monitored using OfS Access and Participation Data Dashboard measures, but the objectives will be considered more holistically to address different experiences and risks to equality of opportunity faced by this diverse cohort of students.
 - a. OfS Access and Participation Data Dashboard Measures:
 - i. Asian
 - ii. Black
 - iii. Mixed Ethnicity
 - iv. Other Ethnicity
 - v. White
 - b. Internal further disaggregation of ethnicity categories:
 - i. Disaggregation of the OfS Asian ethnicity group, with a focus on widening access interventions towards South Asian students
 - ii. Gypsy, Roma, Traveller, Showmen and Boaters (GRTSB), sometimes referred to as travelling communities, and where possible, further disaggregation of these groups

⁵ [Chowdry et al. \(2013\)](#), [Mountford-Zimdars et al. \(2015\)](#), [Sutton Trust - Social Mobility: The Next Generation - Lost Potential at age 16 \(2023\)](#)

Table 3: Objectives and Targets

Indication of Risk (IR)	Objective/ Target Number	Group(s) at Risk	Objective/Target	Annex A Reference
<p>Access: We will monitor applications data and conversion rates (applications to offers, offers to positive responses, positive responses to unconditional firms, and applications to enrolment) in addition to enrolment data. This will help us better understand different student experiences and pinpoint where interventions can have the most impact.</p>				
IR 1.1	O1.1 PTA_1	<u>Socio-economic status</u>	Increase the number of students from low socio-economic status enrolled at York. <i>Target PTA_1:</i> Increase the percentage of IMD Q1 students enrolled at York from 9.6% in 2021/22 to 13% by 2028/29.	<u>Graph A2</u>
IR 1.2 IR 1.3	O1.2 PTA_2 PTA_3	<u>Minoritised ethnic groups</u>	Increase the number of students from minoritised ethnic groups enrolled at York. <i>Target PTA_2:</i> Increase the percentage of Asian students enrolled at York from 6.1% in 2021/22 to 9.7% by 2028/29. <i>Target PTA_3:</i> Increase the percentage of Black students enrolled at York from 2.2% in 2021/22 to 4.4% by 2028/29.	<u>Graph A3</u> <u>Graph A4</u>
<p>Continuation</p>				
IR 2.1 IR 2.2 IR 2.3	O2	<u>Student groups at risk of inequality of opportunity</u>	Ensure continuation rate differences between underrepresented student groups and represented student groups do not increase further, with an aim to decrease. There will be a particular focus on Mature students, Black students, and students eligible for Free School Meals (FSM), to address the indications of risk in this lifecycle stage. Continuation rates for underrepresented student groups with small populations identified in the EORR will also be monitored (such as students with care experience, students who are estranged, refugees and sanctuary seekers and students who are carers).	<u>Graph A6</u> <u>Graph A5</u> <u>Graph A7</u>
<p>Completion</p>				
IR 3.1 IR 3.2 IR 3.3 IR 3.4 IR 3.5	O3 PTS_1	<u>Student groups at risk of inequality of opportunity</u> Mature Students	Ensure completion rate differences between underrepresented student groups and represented student groups do not increase further, with an aim to decrease. There will be a particular focus on the following student groups to address the indications of risk in this lifecycle stage: Mature students, Black students, IMD Q1 students, students with a reported mental health condition and students with a reported sensory, medical, or physical condition. Completion rates for underrepresented student groups with small populations identified in the EORR will also be monitored (such as students with care experience, students who are estranged, refugees and sanctuary seekers and students who are carers). <i>Target PTS_1:</i> Decrease the gap in completion rates between Mature and Young students from 11.9pp in 2017/18 to 9.3pp by 2028/29.	<u>Graph A9</u> <u>Graph A10</u> <u>Graph A13</u> <u>Graph A11</u> <u>Graph A12</u>
<p>Awarding: We will monitor 'good degree' awarding rates as well as awarding rates for firsts and 2:1s separately, to ensure we can identify and address any risks to equality of opportunity in Awarding.</p>				

IR 4.1	O4.1 <i>PTS_2</i>	Mature Students	Increase the rates of awarding 'good degrees' (first and 2:1) for Mature students and decrease the awarding gap between Mature and Young students. <i>Target PTS_2:</i> Decrease the awarding gap between Mature and Young students from 13.3pp in 2021/22 to 9.3pp by 2028/29.	Graph A16
IR 4.2	O4.2 <i>PTS_3</i>	<u>Socio-economic status</u>	Increase the rates of awarding 'good degrees' (first and 2:1) for students from low socio-economic status (including students with care experience, students who are estranged, refugees and sanctuary seekers, bursary recipients and students from low-income households) and decrease the awarding gap between socio-economically advantaged and disadvantaged students. <i>Target PTS_3:</i> Decrease the awarding gap between IMD Q1 and IMD Q5 students from 17.8pp in 2021/22 to 13.4pp by 2028/29.	Graph A14
IR 4.3	O4.3 <i>PTS_4</i>	Black Students	Increase the rates of awarding 'good degrees' (first and 2:1) for Black students and decrease the awarding gap between Black and White students. <i>Target PTS_4:</i> Decrease the awarding gap between Black and White students from 17pp in 2021/22 to 8.6pp by 2028/29.	Graph A15
IR 4.4	O4.4 <i>PTS_5</i>	Asian Students	Increase the rates of awarding 'good degrees' (first and 2:1) for Asian students and decrease the awarding gap between Asian and White students. <i>Target PTS_5:</i> Decrease the two-year aggregate awarding gap between Asian and White students from 8.7pp in 2021/22 to 1.7pp by 2028/29.	Graph A17
Progression: We will monitor standard progression rates as well as the separate progression rates to further study and graduate employment, to better understand differences in any student experiences.				
IR 5.1 IR 5.2	O5	Student groups at risk of inequality of opportunity	Ensure progression rate differences between underrepresented student groups and represented student groups do not increase further, with an aim to decrease. There will be a particular focus on disabled students and specifically those with a reported mental health condition, to address the indications of risk in this lifecycle stage. Progression rates for underrepresented student groups with small populations identified in the EORR will also be monitored (such as students with care experience, students who are estranged, refugees and sanctuary seekers and students who are carers).	Graph A19 Graph A21
Non-Lifecycle Stage Bound				
IR 6	O6	Students with care experience and students who are estranged	Ensure consistent and effective support for students with care experience and students who are estranged throughout the entire student lifecycle and demonstrate the impact of this support through evaluation of our provision.	Whole Lifecycle

INTERVENTION STRATEGIES AND EXPECTED OUTCOMES

Intervention Strategy 1: Access

Objectives/ Targets	York Risks	Activity and Description	Inputs	Outcomes/Outcome Indicators
<p>O1.1 (PTA_1): Access_SES</p> <p>O1.2 (PTA_2 & PTA_3): Access_Ethnicity</p> <p>O6: Care Experience and Estranged</p>	<p>1 Access to and Transparency of Information</p> <p>2 Practical and Process Barriers</p> <p>3 Sense of Belonging</p>	<p>Multi-intervention widening access programmes at Pre- and Post-16 levels (Existing)</p> <p>For example, Shine (pre-16), Next Step York (post-16), YorJourney, Realising Opportunities (HEI collaboration) and Pathways to Medicine are long-term programmes providing support over two to five years. Through a range of in-person and online events e.g. residential, campus visits and in-school, we engage participants with tailored content and activities pertinent to their educational stage.</p>	<ul style="list-style-type: none"> • Event and staff costs • Academic staff sessions • External experts • School staff engagement • Student Ambassadors 	<ul style="list-style-type: none"> • Improved pre-HE academic attainment. • Improved knowledge and understanding of higher education. • Increased confidence, motivation to learn, self-efficacy and greater metacognitive approach to learning. • Increased sense of belonging (socially and academically) in HE and at York. • Increased applications and enrolments to highly selective universities and York specifically.
<p>O1.1 (PTA_1): Access_SES</p> <p>O1.2 (PTA_3): Access_Black</p>	<p>1 Access to and Transparency of Information</p> <p>2 Practical and Process Barriers</p> <p>3 Sense of Belonging</p> <p>5 Discrimination and Experiences of Harm</p>	<p>Black Access (Extended)</p> <p>A three-year intervention for Black students from Year 12 and into the first year of study at York. "For Black Students, By Black Students", this programme is developed and delivered by current York students from a Black background.</p>	<ul style="list-style-type: none"> • Event and staff costs • Student design and delivery team 	<ul style="list-style-type: none"> • Improved knowledge and understanding of HE. • Increased sense of belonging (socially and academically) in HE and at York. • Increased applications and enrolments to highly selective universities and York specifically. • Improved cross-lifecycle practices.
<p>O1.1 (PTA_1): Access_SES</p> <p>O1.2 (PTA_2): Access_Asian</p>	<p>1 Access to and Transparency of Information</p> <p>2 Practical and Process Barriers</p> <p>3 Sense of Belonging</p> <p>5 Discrimination and Experiences of Harm</p>	<p>Aspire Together (New)</p> <p>Working with the South Asian families in partnership with community organisations and schools in the Bradford area, building relationships, developing our own understanding and knowledge, and providing information and advice to parents, guardians, and supporters</p>	<ul style="list-style-type: none"> • Event and staff costs • Staff advisory group • School and community partners 	<ul style="list-style-type: none"> • Improved knowledge and understanding of HE. • Increased sense of belonging (socially and academically) in HE and at York. • Improved perceptions of York (city and university) within South Asian communities in Bradford. • Increased applications and enrolments to highly selective universities and York specifically. • Improved cross-lifecycle practices.

<p>O1.1 (PTA_1): Access_SES</p> <p>O1.2: Access_Ethnicity</p>	<p>1 Access to and Transparency of Information</p> <p>2 Practical and Process Barriers</p> <p>3 Sense of Belonging</p> <p>5 Discrimination and Experiences of Harm</p>	<p>York Traveller Trust Collaboration (YTT) (New) YTT is the longest running charity in the UK that works with Gypsy and Traveller Communities. We work in partnership with YTT to provide in-person support for young people, focusing on academic skills and attainment and transition from primary to secondary school. We also support YTT in developing research and building understanding across the city.</p>	<ul style="list-style-type: none"> • Event and staff costs • YTT partnership 	<ul style="list-style-type: none"> • Improved knowledge and understanding of HE. • Increased confidence, motivation to learn and improved learner identities. • Increased sense of belonging and social relatedness with people in education. • Improved pre-HE academic attainment. • Increased applications and enrolments to highly selective universities and York specifically. • Increased engagement from parents, carers, guardians and supporters in children's education and career goals. • Greater sense of pride in the child's own community and ethnic identity.
<p>O6: Care Experience and Estranged</p>	<p>1 Access to and Transparency of Information</p> <p>2 Practical and Process Barriers</p> <p>3 Sense of Belonging</p> <p>4 University Culture / Institutional Ethos</p>	<p>Achieve HE (Extended) Pre-entry support for students with care experience and students who are estranged.</p>	<ul style="list-style-type: none"> • Event and staff costs • Student team 	<ul style="list-style-type: none"> • Improved knowledge and understanding of HE. • Increased confidence, motivation to learn, self-efficacy and greater metacognitive approach to learning. • Increased sense of belonging (socially and academically) in HE and at York. • Increased applications and enrolments to highly selective universities and York specifically. • Improved cross-lifecycle practices.
<p>O1.1 (PTA_1): Access_SES</p> <p>O1.2 (PTA_2 & PTA_3): Access_Ethnicity</p> <p>O6: Care Experience and Estranged</p>	<p>1 Access to and Transparency of Information</p> <p>2 Practical and Process Barriers</p> <p>3 Sense of Belonging</p> <p>4 University Culture / Institutional Ethos</p>	<p>IntoUniversity (Existing) A partnership with IntoUniversity, and the University of Hull, in Hull and Bridlington in addition to the University of Lincoln in Grimsby. IntoUniversity provides education centres in the heart of some of the most disadvantaged neighbourhoods in the UK, delivering education programmes designed to enable young people to raise their attainment and to develop and achieve their ambitions.</p>	<ul style="list-style-type: none"> • IntoUniversity staff • Event and staff costs • Philanthropy team support • Partnerships with University of Hull and Lincoln 	<ul style="list-style-type: none"> • Improve attainment at KS2, KS4 and KS5. • Participants are more likely to access HE. • Narrowing the gap in access to HE for low-socioeconomic pupils. • To improve progression to professional graduate outcomes.

<p>O1.1 (PTA_1): Access_SES</p> <p>O6: Care Experience and Estranged</p>	<p>1 Access to and Transparency of Information</p> <p>2 Practical and Process Barriers</p> <p>3 Sense of Belonging</p> <p>4 University Culture / Institutional Ethos</p>	<p>The Place (New)</p> <p>Outreach support for high priority primary and secondary schools in York and academic tutoring programmes.</p>	<ul style="list-style-type: none"> • Event and staff costs • Academic delivery staff • Partnerships with Higher York and HEIs across York • Philanthropy team support • School partnerships 	<ul style="list-style-type: none"> • Increased wellbeing, mental health, and confidence. • Improved school experience. • Increased academic confidence, attendance, attitudes towards school and engagement. • Improved confidence in transition to secondary school. • Improved confidence in speech, language, and numeracy. • Improved pre-HE academic attainment. • Improved school-level achievement. • Improved attitudes toward career and educational aspirations that are maintained over time. • Improved positive post-16 outcomes. • Broadened social and cultural networks and experiences.
<p>O1.1 (PTA_1): Access_SES</p> <p>O1.2 (PTA_2 & PTA_3): Access_Ethnicity</p> <p>O6: Care Experience and Estranged</p>	<p>2 Practical and Process Barriers</p> <p>4 University Culture / Institutional Ethos</p>	<p>Widening Access Admissions Project (Extended)</p>	<ul style="list-style-type: none"> • Staff costs 	<ul style="list-style-type: none"> • Ensures our offer making policies are in line with best practice. • Enhance the applicant experience for widening access applicants.

Evaluation of Intervention Strategy 1

Activity	Method(s) of Evaluation	Summary of Publication Plan
<p>Multi-intervention widening access programmes at Pre- and Post-16 levels</p>	<p>Type 2 (Empirical Enquiry): Validated pre/post surveys, HEAT data, focus groups and interviews (mixed methods).</p> <p>Type 1, 2 and 3: Partnership with Realising Opportunities: Pre and multiple post surveys (post-RO programme completion, after first year of study and post-graduation).</p>	<p>Phase 1 report (intermediate outcomes): Summer 25/26</p> <p>Phase 2 report (long-term outcomes): Summer 26/27 (published on the Access and Outreach website).</p> <p>Annual RO reports, at the end of each calendar year (published on the RO website and at Sector events).</p>
<p>Black Access</p>	<p>Type 2 (Empirical Enquiry): Validated pre/post surveys, HEAT data, focus groups and interviews (mixed methods).</p>	<p>Phase 1 report (intermediate outcomes): Summer 25/26</p> <p>Phase 2 report (long-term outcomes): Summer 26/27 (published on the Access and Outreach website).</p>
<p>Aspire Together</p>	<p>Type 1 (Narrative): Interviews and focus groups and application data (mixed methods).</p>	

York Traveller Trust Collaboration	Type 1 (Narrative): Interviews and focus groups and application data (mixed methods).	
Achieve HE	Type 2 (Empirical Enquiry): Validated pre/post surveys, HEAT data, case studies (mixed methods).	
IntoUniversity	Partnership Type 2 (Empirical Enquiry): Surveys and compared cohort attainment data (mixed methods).	Annual report by IntoUniversity in Autumn, (published on the Access and Outreach website).
The Place	Type 2 (Empirical Enquiry): Pre/post surveys, observations, interviews, focus groups and engagement data (mixed methods). Ethnographic study (PhD in progress).	Annual Report from Spring 2025/26 to 2027/28, (published on the Access and Outreach website).
Widening Access Admissions Project	Type 1 (Narrative): Mixed methods process evaluation. Type 3 (Causality): Quantitative quasi-experiment.	Phase 1 report (Access stage): Autumn 27/28 Phase 2 report (Success Stage): Autumn 28/29 (published on the Access and Outreach website and APME website).

Intervention Strategy 2: Success - Wider Student Experience

Objectives/ Targets	York Risks	Activity and Description	Inputs	Outcomes/Outcome Indicators
O2: Continuation O3: Completion (PTS_1: Completion_ Mature)	1 Access to and Transparency of Information 2 Practical and Process Barriers 3 Sense of Belonging 5 Discrimination and Experiences of Harm	Student Communities (Existing) Building student communities, through events, initiatives, and our Buddying scheme with a sense of belonging focus for underrepresented student groups. Students will be supported to make the most of their time at university. Initiatives and events will be co-constructed with students as paid partners and the Buddying scheme provides peer support for students.	<ul style="list-style-type: none"> • Staff costs • Student partners • Operational costs 	<ul style="list-style-type: none"> • Increased student confidence at university. • Increased student awareness of activities, facilities, opportunities and support available. • Students establish peer support and social networks. • Increased student sense of belonging. • Improved continuation and completion rates.
O6: Care Experience and Estranged	2 Practical and Process Barriers 3 Sense of Belonging	Induction and Transition Support (Extended) Supporting students from APP backgrounds with induction and transition support into higher education with a focus on developing confidence to succeed academically and play an active role in the wider student experience. Additional activities will be developed to support students at key transition points during the student journey.	<ul style="list-style-type: none"> • Staff costs • Student partners 	<ul style="list-style-type: none"> • Increased student awareness of opportunities and support at university. • Establish student peer support and social networks. • Improved student confidence at the start of university. • Increased student knowledge of academic requirements. • Increased student sense of belonging. • Familiarity with the University campus. • Improved continuation and completion rates.

	<p>1 Access to and Transparency of Information</p> <p>2 Practical and Process Barriers</p> <p>3 Sense of Belonging</p>	<p>Provision of Targeted Advice and Support (Existing)</p> <p>Dedicated points of contact providing information and advice for different student groups (e.g., students with care experience, students who are estranged, disabled students and refugees). Advice on financial wellbeing and student finances; provision for 'Access it All' workshops for disabled students and a newsletter providing access to information, activities, and events for all APP student groups.</p>	<ul style="list-style-type: none"> • Staff costs 	<ul style="list-style-type: none"> • Increased student confidence at university. • Increased student awareness of activities, facilities, opportunities and support available. • Students establish peer support and social networks. • Increased student sense of belonging. • Improved continuation and completion rates.
	<p>2 Practical and Process Barriers</p> <p>3 Sense of Belonging</p>	<p>Practical Support (Existing)</p> <p>Practical help for students from underrepresented groups, including welcome packs for students with care experience, students who are estranged and refugees, to help them settle into university accommodation. Provision of subsidised accommodation for commuting students to enable them to feel part of the University community and participate in evening social events. Storage of belongings over the summer, year in industry, placement year or year abroad, for students with care experience and students who are estranged.</p>	<ul style="list-style-type: none"> • Staff costs • Operational costs 	<ul style="list-style-type: none"> • Increased student sense of belonging. • Increased opportunity for students to participate in university activities. • Reduction in financial concerns for students.

Evaluation of Intervention Strategy 2

Activity	Method(s) of Evaluation	Summary of Publication Plan
Student Communities	Type 1 (Narrative): student and staff feedback, use of surveys and focus groups, (mixed methods); tracking of operational engagement through process evaluation.	Annual report of all activities published in Summer 2025/26 on Student Communities webpages.
Induction and Transition Support	Type 1 (Narrative): student and staff feedback, use of surveys and focus groups, (mixed methods); tracking of operational engagement through process evaluation. Type 2 (Empirical Enquiry): validated pre/post surveys and delayed post survey.	
Provision of Targeted Advice and Support	Type 1 (Narrative): student and staff feedback, use of surveys and focus groups, (mixed methods); tracking of operational engagement through process evaluation.	
Practical Support		

Intervention Strategy 3: Success - Academic

Objectives/ Targets	York Risks	Activity and Description	Inputs	Outcomes/Outcome Indicators
<p>O2: Continuation O3: Completion (PTS_1: Completion_Mature) O4.1 (PTS_2): Awarding_Mature</p>	<p>2 Practical and Process Barriers 3 Sense of Belonging</p>	<p>Inclusive Curriculum and Pedagogy (Extended) This will develop guidance to staff on developing inclusive learning, teaching, and assessment approaches, including disability inclusion. This will include developing toolkit resources, collating and sharing case studies of good practice and delivering workshops and other training events, working with student partners to co-construct resources and develop approaches.</p>	<ul style="list-style-type: none"> • Staff costs • Student interns 	<ul style="list-style-type: none"> • Increased staff knowledge and understanding of inclusive practice. • Increased staff confidence in the development of inclusive practice. • Increased engagement of academic departments (staff) with Inclusive Education (IE) resources and staff. • Students from APP target groups feeling that curriculum content and pedagogic practice is more inclusive. • Action being taken on IE team input on programmes / modules (or reduced need for such action as programmes / modules are designed inclusively).
<p>O4.2 (PTS_3): Awarding_SES O4.3 (PTS_4): Awarding_Black O4.4 (PTS_5): Awarding_Asian O6: Care Experience and Estranged</p>	<p>3 Sense of Belonging 4 University Culture / Institutional Ethos 5 Discrimination and Experiences of Harm</p>	<p>Decolonising and Diversifying the Curriculum (D&D the C) Project (New) This will coordinate work across the University on decolonising and diversifying the curriculum. This includes developing guidance, organising practice-sharing events, and collating and sharing case studies of good practice. The project includes paid student partners to co-construct the project, develop resources, and gather case studies of good practice.</p>	<ul style="list-style-type: none"> • Staff costs • Student interns 	<ul style="list-style-type: none"> • Increased staff knowledge and understanding of D&D the C and confidence to develop actions. • Increased number of departments identifying and agreeing actions to D&D the C. • Development of more diverse and inclusive modules and programmes curricula and pedagogical practices, with wider global and historical perspectives represented. • Student partnership approaches developed and embedded in departments. • Increased academic department engagement with IE resources and reflective questions. • Increased opportunities for staff and students to engage in discussion and practice sharing. • Students feel the curriculum is more inclusive and feel more represented in the curriculum. • Students from target groups have enhanced sense of belonging.

	<p>1 Access to and Transparency of Information</p> <p>2 Practical and Process Barriers</p> <p>3 Sense of Belonging</p>	<p>No Gaps Project (New) Working with academic departments to develop projects designed to address gaps in continuation, completion, and awarding. This will provide APP data to academic departments as part of the annual review process. Departments will identify specific gaps at a department level and design projects to address these gaps. The Inclusive Education Team will work with and support departments to develop project proposals and to apply to the Learning and Teaching Fund. Student partners will be recruited to work with departments on the enhancement projects.</p>	<ul style="list-style-type: none"> • Staff costs • Student interns • Teaching and Learning Fund 	<ul style="list-style-type: none"> • Increased staff knowledge and awareness of gaps at department / faculty level. • Increased staff confidence and ability to be able to address gaps. • Increased number and proportion of academic departments and staff taking action to address gaps, relative to the project start point. • Increased engagement with central expertise and resources.
	<p>1 Access to and Transparency of Information</p> <p>2 Practical and Process Barriers</p> <p>3 Sense of Belonging</p>	<p>Student Led Learning Communities (SLLC) (New) This work supports academic departments (through the Student Led Learning Communities Fund) to develop projects to build student-led learning communities, to support students' skills development and enhance their sense of belonging and wellbeing. This includes paid student partners to lead projects in their departments.</p>	<ul style="list-style-type: none"> • Staff costs • Student Led Learning Communities Fund 	<ul style="list-style-type: none"> • Increased number of departments with SLLC projects. • Increased number of students from APP target groups engaged in SLLC projects, relative to the start of the project. • Increased confidence and understanding of academics and departments in developing student partnership and SLLC. • Increased sense of belonging in students. • Improved students' academic skills.
	<p>1 Access to and Transparency of Information</p> <p>2 Practical and Process Barriers</p>	<p>Assessment and Feedback (A&F) Project (New) This activity is developing principles, policies, and guidance to enhance assessment and feedback approaches across the University. This will include the development of guidance and resources on inclusive assessment and feedback practices and approaches.</p>	<ul style="list-style-type: none"> • Staff costs 	<ul style="list-style-type: none"> • Increased staff knowledge and understanding of inclusive approaches to A&F. • Students feel that A&F approaches are more inclusive. • Better student understanding of A&F practices at the university. • Better student understanding of how to use feedback effectively. • Staff feel more confident and have increased understanding of how to implement SSPs in relation to A&F practices. • Disabled students feel more satisfied with A&F practices.

Activity	Method(s) of Evaluation	Summary of Publication Plan
Inclusive Curriculum and Pedagogy	Type 1 (Narrative): staff and student feedback and surveys (mixed methods); monitoring use of and/or engagement with resources; case studies (where appropriate).	Annual report from summer 2027, evaluating the previous academic year; plus, case studies if appropriate. Three-year analysis by summer 2029 (end of APP period) (published on the Inclusive Education website).
Decolonising and Diversifying the Curriculum Project	Type 1 (Narrative): staff and student feedback and surveys (mixed methods); tracking operational engagement through process evaluation.	Annual report from summer 2027, evaluating the previous academic year; plus, case students if appropriate. Three-year analysis by summer 2029 (end of APP period) (published on the Inclusive Education website).
No Gaps Project	Type 1 (Narrative): reflective qualitative feedback from key stakeholders; academic staff feedback (mixed methods); monitoring of operational engagement through process evaluation; case studies (where appropriate).	Report published on the Inclusive Education website by Spring 2028.
Student Led Learning Communities	Type 1 (Narrative): student feedback and surveys (mixed methods); tracking of operational engagement through process evaluation.	Annual report from summer 2027, evaluating the previous academic year; plus, case studies if appropriate. Three-year analysis by summer 2029 (end of APP period) (published on the Inclusive Education website).
Assessment and Feedback Project	Type 1 (Narrative): staff and student feedback (mixed methods); audit of departmental practice and alignment to revised policy (process evaluation).	Report published on the Inclusive Education website by Autumn 2027. Further ongoing work in this area to be evaluated and reported in summer 2029 (end of APP period) on the Inclusive Education website.

Intervention Strategy 4: Progression

Objectives/ Targets	York Risks	Activity and Description	Inputs	Outcomes/Outcome Indicators
O5: Progression O6: Care Experience and Estranged	1 Access to and Transparency of Information 2 Practical and Process Barriers 3 Sense of Belonging	Coaching (Existing) Coaching is provided to aid the development of skills and confidence and to address gaps in knowledge, specific concerns related to employability and support networks in professional workplaces and careers. The coaching will prioritise students from low-income backgrounds, disabled students, students who are estranged and students with care experience. This will include increasing awareness of university opportunities, how to access them, and how this will help with future career ambitions and transition into professional careers/environments or further study. Coaching also supports students' mental wellbeing throughout their time at university.	<ul style="list-style-type: none"> • Staff costs • Coaching provision costs 	<ul style="list-style-type: none"> • Increased student confidence. • Wider student professional networks for support. • Students accessed work related opportunities. • Improved student mindset to adapt to new and professional situations. • Increased student preparation for transitions from study to the professional workplace and careers. • Increased student awareness of development opportunities, support & York careers offer. • Positive graduate outcomes.
	1 Access to and Transparency of Information 2 Practical and Process Barriers	York Future Scholarships (YFS) (Existing) YFS provides financial scholarships of up to £1,000 to enable students to access a diverse range of experiences to support their personal and professional development. This could include work experience, placements, and extracurricular learning activities. Designed to support eligible students to compete for and secure career options. The impact of YFS is to support equity of access to professional development opportunities; strengthening students' employability, skill set and experience to support positive graduate outcomes.	<ul style="list-style-type: none"> • Staff costs • Award costs 	<ul style="list-style-type: none"> • Increased equity of access to professional development opportunities for students regardless of financial circumstances. • YFS students improve their confidence. • YFS students improve their work experience. • Improved positive graduate outcomes. • Wider participation in UoY programmes - year abroad, summer opportunities, placement year, etc.
O1.1 (PTA_1): Access_SES O3: Completion O5: Progression	1 Access to and Transparency of Information 3 Sense of Belonging 4 University Culture / Institutional Ethos 5 Discrimination and Experiences of Harm	On-campus internships (Existing) Subsidises the cost to the host department of hiring a student intern to undertake a project on campus, generally over vacation periods. On-campus projects are disproportionately taken up by students from APP target groups. Internships provide paid work at living wage or above and direct experience of professional work environments.	<ul style="list-style-type: none"> • Subsidising intern wages 	<ul style="list-style-type: none"> • Increase of paid opportunities that particularly appeal to and support students with WP backgrounds. • Interns improve their work experience. • Interns are able to articulate their experience and skills. • Improved positive graduate outcomes.

Activity	Method(s) of Evaluation	Summary of Publication Plan
Coaching	<p>Type 1 (Narrative): mixed methods student survey feedback and coach feedback.</p> <p>Type 2 (Empirical Enquiry): validated pre/post surveys and long-term postponed survey with comparison group.</p>	Report in Autumn 2028/29 (published on Access & Participation Monitoring & Evaluation webpage).
York Future Scholarships	<p>Type 1 (Narrative): qualitative student survey feedback.</p>	Report in Autumn 2027/28 (published on Access & Participation Monitoring & Evaluation webpage).
On-campus internships	<p>Type 1 (Narrative): qualitative student survey feedback.</p> <p>Type 2 (Empirical Enquiry): validated pre/post surveys and long-term postponed survey (where applicable and possible).</p>	Report in Autumn 2027/28 (published on Access & Participation Monitoring & Evaluation webpage).

Intervention Strategy 5: Whole Lifecycle

Objectives/ Targets	York Risks	Activity and Description	Inputs	Outcomes/Outcome Indicators
<p>O2: Continuation</p> <p>O3: Completion</p> <p>(PTS_1: Completion_Mature)</p> <p>O4.1 (PTS_2): Awarding_Mature</p> <p>O4.2 (PTS_3): Awarding_SES</p> <p>O4.3 (PTS_4): Awarding_Black</p> <p>O4.4 (PTS_5): Awarding_Asian</p> <p>O5: Progression</p> <p>O6: Care Experience and Estranged</p>	<p>1 Access to and Transparency of Information</p> <p>2 Practical and Process Barriers</p> <p>3 Sense of Belonging</p> <p>4 University Culture / Institutional Ethos</p> <p>5 Discrimination and Experiences of Harm</p>	<p>Working Together on Access and Participation (New)</p> <p>Further embed a whole provider approach to APP through raising awareness amongst key professional services of APP data and underlying risks to equality of opportunity and driving action against gaps.</p> <p>The project will:</p> <ul style="list-style-type: none"> • Improve understanding of APP data across professional services relating to the student experience; and further raise awareness via training and workshops. • Identify service improvements to address gaps and make services more inclusive across the student journey, informed by understanding of the York risks. • Identify means to join up activity relating to specific student groups across different professional services teams. <p>The project will work closely with student partners.</p>	<ul style="list-style-type: none"> • Staff Costs • Student Partner / Consultation Costs 	<ul style="list-style-type: none"> • Increased staff knowledge and awareness across the University's core services of APP gaps and barriers/ risks for specific groups of students. • Increased staff confidence and ability to be able to address gaps. • Increased number of core teams taking action to address gaps in relation to their work, relative to the project start point. • Teams collaborate more effectively to deliver services for APP target groups. • Increased use of data and evidence to inform continuous improvement activities within core services.

All objectives and targets		<p>Strategic Student-Led Intervention Fund (New) To fund new activities that will be co-constructed with students and designed to address risks to equality of opportunity. The fund may also be used to extend existing interventions where evaluation demonstrates interventions are having a positive impact on reducing gaps.</p> <p>The project will work closely with student partners to identify new interventions that address issues and barriers experienced by students. New interventions will draw on lived experiences of students, for example through feedback from the Students' Union and the Student Expert Panel.</p>	<ul style="list-style-type: none"> • Actual costs for intervention fund • Staff resource to administer the fund and work with students to develop interventions 	<ul style="list-style-type: none"> • Number of new interventions developed in partnership with students. • Number of new interventions proposed by students. • Number of mechanisms in place to gather student feedback to inform new interventions. • Increased sense of mattering for involved students. • Monitoring of lifecycle stages outcomes for targeted student groups.
O2: Continuation O3: Completion O4.2 (PTS_3): Awarding_SES	2 Practical and Process Barriers	<p>Bursaries (Existing) York Bursary: HHI £0-35k = £1,000 per year Refugee Bursary (in addition to York Bursary): HHI £0-25k = additional £1,000 per year</p>	<ul style="list-style-type: none"> • Bursary costs • Student financial support team (process and time) 	<ul style="list-style-type: none"> • Students can participate more in university and academic life, have an increased sense of belonging to the University and feel more integrated within the University. • Students report increased mental wellbeing and financial wellbeing. • Reduce the amount of part-time work bursary recipients undertake, part-time work more related to degree/career. • Students are able to succeed at York at higher rates.
O1.1 (PTA_1): Access_SES O2: Continuation O3: Completion O4.2 (PTS_3): Awarding_SES O6: Care Experience and Estranged		<p>Financial Support for students with care experience and students who are estranged (Existing) Care Leavers and Estranged Students' Bursary:</p> <ul style="list-style-type: none"> • Year 1: £3,000 • Subsequent Years: £2,500 • Final Year: additional £1,000 in final term to assist with graduation and interview costs. <p>Care Leavers' Accommodation Subsidy: up to £130 per week (where not provided by student's Local Authority (LA))</p>	<ul style="list-style-type: none"> • Bursary and financial support costs • Student financial support team (process and time) 	

Activity	Method(s) of Evaluation	Summary of Publication Plan
Working Together	Type 1 (Narrative): reflective qualitative feedback from key stakeholders; professional service staff and student feedback and surveys (mixed methods); monitoring of operational engagement through process evaluation	Summer 2028/29 (published on the Access and Participation Monitoring and Evaluation Team website).
Strategic Student-Led Intervention Fund		
Bursaries	Type 2 (Empirical Enquiry): OfS Financial Support Toolkit Type 1 (Narrative): Case studies for smaller groups.	New Impact Evaluation to be conducted 2 years after introduction of new bursary format - allows for first continuation data (25/26 Intro - 27/28 analysis - 28/29 Report). After 2028/29, further impact evaluations will include Completion and Awarding data as it becomes available. All to be published on the Access and Participation Monitoring and Evaluation Team website.
Financial Support for students with care experience and students who are estranged	Type 2 (Empirical Enquiry): Mixed methods comparison evaluation of care leavers, students with care experience and students who are estranged, who all receive different levels of financial support. Type 1 (Narrative): Case studies for smaller groups.	Spring 2025/26 (published on the Access and Participation Monitoring and Evaluation Team website).

Intervention Strategies Costs and Evidence/Rationale

Intervention Strategy	Total Cost (Activities and Evaluation)
1 - Access	£10,652,000
2 - Success - Wider Student Experience	£1,686,000
3 - Success - Academic	£1,285,000
4 - Progression	£861,000
5 - Whole Lifecycle	£20,390,000

Summary of Evidence and Rationale for All Intervention Strategies: These intervention strategies have been developed as a result of our knowledge of sector good practice, our reflections as practitioners on our ongoing work, and student and staff consultation and feedback. These intervention strategies have also been informed by reviewing the literature and sector evidence. The rationale and evidence base for each activity is detailed further in [Annex B](#). Our activities are all developed using a Theory of Change methodology, and have an evaluation plan, developed through the Evaluation Framework (see [Evaluation of the Plan](#)), utilising a mixed method of evaluation. The involvement of student partners in our activities allows for the co-construction of the design, implementation and evaluation of our activities and ensures appropriate focus and impact.

WHOLE PROVIDER APPROACH

Strategy, Leadership and Governance

14. In his [inaugural speech](#), our Vice-Chancellor and President pledged to put widening participation at the heart of his vision for York, alongside sustainability, internationalism and inclusive regional economic growth. Access and participation is therefore deeply rooted in our institution's overarching [University Strategy 2030](#), reflecting a community shaped by our founding values of excellence, equality, and opportunity for all, embodying our commitment as a University for Public Good. This dedication is evident in our leadership and governance. Led by a senior member of staff and advocate for inclusive education, the Access and Participation Strategy Group (APSG) harnesses the expertise of academic colleagues, collaboration across professional services and student input to drive forward and monitor our intervention strategies. The APSG reports to the [University Teaching Committee](#) (UTC), chaired by the Pro-Vice-Chancellor for Teaching, Learning and Students. UTC is the senior University committee responsible for the quality of education, student experience and innovation in learning and teaching, with its remit encompassing monitoring and oversight of access and participation.
15. This APP supports our responsibilities under the Equality Act 2010, aligning closely with our [Equality, Diversity, and Inclusion \(EDI\) Strategic Objectives](#) and [Race Equality Action Plan](#). [Intervention strategy](#) activities also contribute to meeting objectives within these plans. Our work is enhanced by initiatives such as the '[Inclusive Impact Awards](#)', which showcase and celebrate individuals, teams and initiatives that are already advancing purposeful change at York in the realm of EDI. Similarly, signing up to the [University Mental Health Charter](#) in 23/24, demonstrates our commitment to continual improvement in mental health and wellbeing support.
16. Our University Strategy underscores the collective responsibility for access and participation by emphasizing that, 'we will not accept gaps in continuation, progression and award across the diversity of our student cohorts at any stage in the student lifecycle and will act to close such gaps where they appear'. To this end, we are committed to embedding access and participation principles within academic departments, teaching methodologies, and assessment practices through the development of inclusive curricula and pedagogies. The 'No Gaps' intervention involves collaborating with academic departments proactively to address gaps, extending beyond traditional quality assurance processes.
17. Our [Student Expert Panel](#) (SEP) was a key strategic project established through our previous [APP](#). Created with reference to the 2015 report on '[Breaking down the barriers to student opportunities and youth social action](#)', published by Universities UK and the National Union of Students (NUS), our SEP has ensured that diverse student groups are more meaningfully involved in our APP activity and broader decision-making. Given its success, and evolution from consultation through to co-creation, the SEP will now be integrated into our whole provider approach, so that it can continue to enhance initiatives across the institution. This demonstrates our ongoing commitment to actively engaging students as partners in our APP work and will ensure that the introduction of any new initiatives does not inadvertently have a negative impact on our target groups. Please see the [Student Consultation](#) section for further detail.

Core Strategies and Services Underpinning our Whole Provider Approach

18. We recognise the uniqueness of each student's journey, shaped by various intersecting characteristics and backgrounds. These diverse factors can influence their access to and participation in Higher Education at any stage. Our approach to identifying York's Risks to Equality of Opportunity (see [Table 2](#)) acknowledges the complexity and nuances of the student experience. By developing a cross-institutional understanding of these key risks, we aim to promote authentic collaboration across the whole institution. Core strategies underpin the APP, with access and participation activities embedded within services and specialist teams, to ensure holistic support for all students beyond targeted [Intervention Strategies](#).

Access

19. Widening access to York for students from underrepresented backgrounds is a core part of our recruitment and admissions strategies, and related activities are therefore designed to ensure fair access. We prioritise visits to schools and colleges in socio-economically and ethnically diverse areas, to raise the University's profile and provide information and advice to pupils and their supporters. Our admissions process is carefully designed to ensure consideration of contextual information regarding an applicant's academic achievements in admissions decision making, confirmation and clearing processes. Since 2019, our alternative offer policy has provided additional consideration and reduced offers to applicants meeting a range of criteria, including widening access programme participants.
20. Academic staff and postgraduate students play a vital role in the delivery of our access interventions, providing our widening access programme participants with the opportunity to experience subjects they may never have encountered before, gain an understanding of university style learning, and grow their own learner identities. Additionally, our data dashboards enable collaboration with academic departments to understand departmental-level indications of risk, to help focus time and resources.
21. [York's Massive Open Online Courses](#) (MOOCs), designed by our academics, are freely accessible to all. MOOCs aid students to develop university-level study skills, explore new subjects and transition to higher education. Aligned with widening access initiatives, our MOOCs focus on engaging underrepresented student groups. Building on the success of our original Chemistry MOOC, awarded the [Royal Chemistry Society's 2021 Horizon Award for Education](#), we're expanding our MOOCs to cover various subjects. Completion of a MOOC may also qualify students for an [alternative offer](#) to study with us.

22. Our marketing and communications plan emphasises student-created content and we use geotargeting methods to ensure messages are tailored to meet the specific needs of underrepresented student audiences.

Diverse Routes in Higher Education

23. The [University Strategy's](#) aim of creating an 'Education that empowers', commits us to developing 'high quality, flexible, inclusive and accessible lifelong learning journeys' and to 'design innovative pedagogies and curricula' underpinned by technology to widen access locally and globally and eradicate achievement gaps. Our [apprenticeship provision](#) aligns with our commitment to be a University for Public Good. Apprenticeship programmes support widening participation, lifelong learning, and inclusion, as well as meeting skill needs for local and regional employers. Apprenticeship programmes provide opportunities to diversify entry routes into higher education for learners from underrepresented backgrounds. We are focusing on the development of new level 5- and 6-degree apprenticeship programmes and working with employers to ensure that these apprenticeships can be accessed by student groups underrepresented in higher education.
24. Our foundation level programmes offer an alternative route into higher education, catering to both Mature students returning to learning and students who are not coming through a conventional A-Level route into their associated degree programme of study.

Academic Success and Wider Student Experience

25. Student wellbeing is prioritised, with [Academic Supervisors](#), [College Staff](#), our [Campus Safety Team](#), our [Open Door Team](#) of Mental Health Practitioners and Student Wellbeing Officers, along with online provision through [TalkCampus](#) all combining to provide a comprehensive package of holistic support. Introduced in 2020, Student Wellbeing Officers are now embedded in departments to provide students with initial support, practical advice, and guidance on wellbeing matters.
26. Our Open Door Team works collaboratively with NHS providers to support students' wellbeing. A data sharing agreement is in place between the local GP practice and a Link Mental Health Practitioner, to provide an enhanced level of support. The Link Practitioner is embedded across both services. The team engages in multi-agency working with mental health services, including the Early Intervention team, Crisis team, and Eating Disorder team, to ensure coordinated support for students with more complex conditions.
27. [Disability Services](#) offers support to disabled students, which is flexible and tailored to each individual student but includes named-contact advice and coordination of a Student Support Plan.
28. Our [Support to Study](#) procedure helps students who are at risk of withdrawal due to challenging health or personal circumstances. It entails a holistic plan of personalised pastoral and academic support, coordinated between support services and the student's department.
29. The [Inclusive Education Team](#) collaborates with academic and professional services staff to develop inclusive learning, teaching and assessment policies and practices, and works with EDI teams.
30. The [Academic Skills Community](#) facilitates digital and academic skills development through diverse provision to promote inclusivity, encompassing accessible online Skills Guides, and a year-round programme of [interactive workshops](#). Workshop content evolves based on continuous student feedback. Personalised one-to-one appointments are also available, covering academic writing, mathematics, statistics and numerical reasoning, information literacy, referencing, digital skills, and study coaching.
31. The [Student Hub](#) serves as a first point of contact for support and advice, encompassing our Front of House and Student Support and Advice teams. In addition to the financial assistance and guidance on money management detailed in [Provision of Information](#), they provide assistance on various matters impacting students' progress, including accommodation concerns. Students from specific groups have dedicated contacts, as outlined in the [Intervention Strategies](#). Alongside providing consistent points of contact and specialised advice, support, and knowledge pre-entry and throughout their studies, pro-active engagement with students breaks down barriers and facilitates timely access to support. Dedicated contacts also collaborate with external services to facilitate smoother transitions to university and coordinate support throughout the student journey, including liaising with the Local Authority for students with care experience.
32. York remains dedicated to listening to our students' concerns regarding the financial strain and worries caused by the cost of living, and is committed to promptly responding and adjusting its [package of support](#).
33. We are committed to protecting our community and promoting wellbeing, equality, and fairness. Established procedures exist to address staff or student conduct which falls short of these expectations, using the [Report and Support Tool](#).

Progression

34. We ensure diverse student support for career preparation through close collaboration between our [Careers and Placements team](#), students, academic departments, and employers. This includes personalised guidance, employability-focused events, and employer fairs.
35. Each programme of study clearly outlines how it enhances employability within the curriculum, informed by consultation with employers and our central Careers team. Our approach recognises that students enter Higher Education with varying levels of social and professional capital, which affect their confidence and engagement with central Careers support, particularly those from underrepresented student groups.

36. A key initiative is the [York Strengths](#) programme, promoted by all academic departments and integrated into the curriculum where feasible. This programme enables students to identify their employability strengths, boosting confidence and empowering them to build personally relevant skills and experience for career planning and job searches. Additionally, it assists them in presenting themselves effectively to employers or future study providers.
37. [York Students in Schools](#) (YSIS) is a well-established programme open to all students, which provides volunteering opportunities, and valuable work experience to support the development of key career skills. YSIS concurrently supports our attainment raising approach and has placed 14,000 student volunteers into 60 schools across York over its 30 years of operation.

Our Commitment to Review, Develop and Evaluate our Whole Provider Approach

38. We recognise the importance of broadening awareness and knowledge of access and participation beyond academia to encompass other institutional services. Reviewing our core services is essential to align them with and be responsive to our student community. The 'Working Together' intervention (see [Intervention Strategy 5](#)) aims to ensure that our core services are effectively designed to be inclusive for all and meet the needs of our diverse student body, including those from underrepresented backgrounds.
39. Two key areas for development within the plan are our use of data to inform all our APP activities, and our communications with both staff and students. Both areas relate to specific York risks to equality of opportunity (see [Table 2](#)): access to and transparency of information for students, and our institutional culture and ethos. Improving our analysis and use of data to inform and develop our interventions will help to ensure that we are targeting activities most effectively to address gaps. Communicating the access and participation gaps and action priorities to all staff, along with providing curated datasets for academic and professional services departments, allows us to raise awareness of specific student groups' gaps and ensure that addressing these gaps becomes the responsibility of all staff across our services and departments.
40. Improving student communications is also a key part of our whole provider approach. The sheer volume of communications and information available can feel overwhelming, making it challenging for students to prioritise, act on and respond to the most important communications that could make a real difference to their university experience. Our aim is to ensure timely access to essential information, that our communications are clear, targeted to the right students, and consistent across different communication platforms. We will work with staff and students to review our communication strategies and platforms and identify ways to improve student facing communications and information channels, focusing on key messages, where to find further information and whom they can ask for help and support. To ensure the student experience is central to our offer, we will develop communication strategies that provide a joined-up approach to service delivery, regardless of where different elements of support are situated within the University.
41. As part of the process of preparing our APP, a diverse group of staff from across the University, our SEP and student union reviewed our Whole Provider Approach using the Enabling Environment Review Tool⁶, to identify areas of strength and areas for further development. Throughout the course of the APP, we will use this tool to monitor our performance and progress in creating an enabling environment to widen participation, diversity, and success at York. In particular, we will monitor progress in the 'data' and 'communication' sections, which we have identified as priorities for improvement. Drawing on staff experience and sector research, we developed logic chains for the desired changes, and we will evaluate outcomes in these areas using the associated theories of change.

STUDENT CONSULTATION

Students' Involvement in Governance, Decision-Making, Monitoring and Evaluation

42. We foster a strong student voice culture at York, ensuring that students actively contribute and play a meaningful role in decision-making processes across the institution. Undergraduate and postgraduate students hold representative positions on key University committees, including [UTC](#), [Senate](#) and [Council](#). [Academic and Faculty Reps](#) are instrumental at all levels, playing a crucial role in raising course, department, or faculty-wide issues, and collaborating with the university to drive effective change. Close collaboration with our Students' Unions⁷, [York Students' Union \(YUSU\)](#) and the [Graduate Students' Association \(GSA\)](#), is integral to the continuous development of policies and practices aimed at improving the student experience.
43. Students are also represented on our Access and Participation Plan Delivery Group (APPDG), which is responsible for overseeing and monitoring the progress of our APP and promoting equality of opportunity among all undergraduate home students. The APPDG reports into the APSG.
44. We are allocating resources to create evaluation-focussed roles within the existing SEP. This initiative will develop students' abilities to actively contribute and meaningfully engage in evaluating the APP, thereby enriching the University's evaluation activities from a user experience perspective.

⁶ Thomas, L. (2024) Higher Education Provider enabling environment review tool (version 1). Whole Provider Approach support programme. CRESJ, York.

⁷ Please note that at the time of the plan's submission, there were two Student Unions in existence. However, from August 2024, these will be merged into one.

45. The University has evolved its governance approach beyond consultation and compliance, embracing genuine student voice and engagement. Our commitment to actively champion co-creation is exemplified through the [Statement of Approach for Staff-Student Partnerships](#), collaboratively developed by the [Inclusive Education Team](#) and Student Partnerships Working Group. Initially focused on learning and teaching, the statement's principles have broader applicability and will remain integrated into the APP approach. They place students at the forefront of meaningful and impactful change and offer paid student partnership opportunities across the lifecycle. Please see [Intervention Strategies](#) as a demonstration of these principles in practice.

Students' Voice in the Development of this APP

46. We consulted and engaged with as wide a student voice as possible through a variety of routes:
- Regular co-creation sessions with YUSU and the SEP have been consistent since the plan's inception.
 - Lifecycle leads guided their teams in targeted engagement activities, including via focus groups, surveys, and engagement with our Access and Outreach Student Team, [Black Access Student team](#), school, college and sixth form students and their supporters, [Student Buddies](#) and our SEP.
 - [The Award Gap Research Project](#), which is examining why gaps in degree outcomes exist at York, aiming to uncover the potential barriers to our students' success.
 - To mitigate 'survey fatigue', we revisited existing sources of student feedback, including internal evaluation, service uptake analysis, provider surveys over consecutive years and wider sector evidence.
 - YUSU concurrently ran engagement sessions and collated information for their student submission, consulting with [Student Academic Representatives](#) through the Academic Leadership Team, [Sabbatical Officers, Part-Time Officers and their respective networks](#), and Societies and Sports Clubs' committee members. YUSU's Academic Officer conducted an assessment consultation, social listening was employed at events like 'YUSU on the Move' and 'Communi-teas', and existing YUSU reports and data were reviewed. These insights and recommendations were invaluable, especially given that students may feel more at ease sharing their perspectives with YUSU than with the University directly.
47. Activities have been co-designed with students across the breadth of the student journey (see [Intervention Strategies](#) and [Annex B](#) for more information).
48. The University is dedicated to ensuring students feel well-prepared and informed, empowering them to contribute meaningfully to student-staff co-creation. This commitment includes circulating accessible documents and information before meetings as required.
49. Students are consistently encouraged to seek clarification on unclear points and provided with various digital and face-to-face routes to share information with staff comfortably. The SEP's code of conduct, developed by members, fosters a welcoming, inclusive, and collaborative discussion space, underscoring our commitment to student well-being.
50. We supported the student submission with targeted training sessions, including guidance on the APP and submission timelines. The University shared its analysis from the [OfS' Access and Participation Data Dashboard](#), and there was a mutual agreement to reciprocally exchange drafts. YUSU's involvement in our APPDG, with access to shared drive and communication channels, ensured transparent information and processes, enabling effective coordination on key areas and content.

How Students' Contributions Have Impacted on the APP

51. The outlined student engagement and feedback processes have been integral to the key elements of our plan. They enhanced our understanding of the initial indications of risk identified through data analysis, particularly regarding the qualitative experience of smaller student groups, and led to the subsequent development of our [objective](#) for students with care experience and students who are estranged. Student voice deepened our comprehension of local risks to equality of opportunity, informing the production of our [York Risks](#). It provided the rationale and evidence underpinning our [Intervention Strategies](#), as well as a greater appreciation of the student experience within our [Whole Provider Approach](#), and an honest assessment of areas for improvement.
52. Changes implemented based on the student voice include: embedding the SEP within the [Whole Provider Approach](#); ensuring consistent student representation mechanisms through departmental policies and processes; revising the approach to prioritising interventions; clarifying OfS guidance terms; and ensuring clearly articulated processes, with language that is easily understandable and reader-friendly.
53. We will carefully consider insights from student feedback beyond the APP's scope, identifying opportunities to improve university effectiveness and the student experience. In these cases, we will create and communicate an action plan to students, incorporating their input into relevant processes or projects.

EVALUATION OF THE PLAN

54. York is committed to robustly evaluating the interventions in this plan and all other activities designed to address risks to equality of opportunity. We are actively striving to embed a consistent culture of evidence-informed practice and understanding of the importance of robust, quality-driven internal evaluation and review. Our professional services colleagues are working with academics at York, to shape the future of evidence and evaluation at York.

Evaluation Update 2023/24

55. Since the [2022 APP variation](#) (p.21-33), the central Access and Participation Monitoring and Evaluation (APME) team has expanded to include an additional Research and Evaluation Officer, a Senior Strategic Insight Analyst and a dedicated Access and Participation Plan Manager. This enhanced central capacity, coupled with departmental research efforts and strong collaborative ties between pertinent academics and the central team, is demonstrative of the University's commitment to evaluation and evidence-informed practice and is more conducive to a whole provider approach to access and participation activities.
56. The Heads of Lifecycle stages, APP practitioners and the central APME team closely collaborate and internally share evaluation and research best practice across lifecycle stages, as well as actively participating in Sector strategy groups and panels, including [TASO](#) (Transforming Access and Student Outcomes in Higher Education), [NERUPI](#) (Network for Evaluating and Researching University Participation Interventions), [NEON](#) (National Education Opportunities Network), [HEAT](#) (Higher Education Access Tracker), and the Russell Group Widening Participation Evaluators Forum (RGWPEF). In addition to these sector-wide groups, as per the [2022 APP variation](#) (p.33), we conducted a research project to better understand which English universities are similar to York, with the aim of learning from each other's successes and challenges in the access and participation space⁸. The APME team has since developed a number of contacts within these institutions. In 2023/24 we engaged in collaborative projects across the sector:
 - a. York's [Inclusive Education Team](#) has worked with TASO evaluators to create an enhanced Theory of Change and evaluation for a pilot project to address Ethnicity Degree Awarding Gaps (EDAG) at York⁹.
 - b. York is engaging with the [Unite Foundation](#) and other institutions to evaluate the impact of accommodation subsidies for students with care experience and students who are estranged.
57. To support the robust and continued evaluation of our programmes, the APME team has developed a suite of internal data workbooks. These workbooks, and associated training resources, are accessible institution-wide, extending support beyond APP practitioners to foster a whole provider approach. This raises the profile of APP priorities and a strengthened commitment to associated initiatives. This suite of data covers a range of student groups, across all lifecycle stages and can be considered at the institution, academic faculty, or department level. They include the data points used in the [OfS Access and Participation data dashboard](#) and further student characteristics, where available.
58. As referenced in section 7 of our [2022 APP variation](#) (p.33), we have developed an [Evaluation Framework](#) for access and participation activity at York. The Evaluation Framework was developed in line with the [OfS Standards of Evidence](#), [TASO](#), and Crawford et al. (2017)¹⁰ and was created with consideration of the strengths and weaknesses of current internal evaluation practice. The approach and framework were endorsed by our academics Professor Liz Thomas (Research Centre Leader, Centre for Research on Education and Social Justice (CRESJ)), Professor Paul Wakeling (Department of Education), and Professor Catherine Hewitt (Professor of Trials and Statistics, Director of York Trials Unit and Deputy Head of Department for Research with the Department of Health Sciences), who have particular expertise and experience relevant to access and participation research and evaluation. The Evaluation Framework aims to provide consistency across evaluation activity, to increase practitioner confidence across lifecycle stages and enhance evaluation capacity across the whole provider.
59. The introduction of the Evaluation Framework means that evaluation can be conducted internally, freeing up resources to engage with external partnerships in producing more complex evaluations that contribute to the Sector's evidence base. Previously, our external evaluation partnerships were most often for planning evaluation or generating Type 1 evaluation¹¹. The Evaluation Framework also includes information and guidance about data privacy and ethical approval, which was previously an internal barrier to Type 2 and Type 3 evaluations at York.

Continuous Development

60. The APME team has used multiple tools to assess York's evaluation performance, and we have identified areas where evaluation practice and output could be improved.
61. The [Evaluation Framework](#) (see above), introduced in the 2023/24 academic year, is in place to support improvements in the areas identified via the [OfS Evaluation Self-Assessment tool](#) as follows:
 - a. Stage 1 of the Evaluation Framework (Identify) formalises the collation of evidence when designing a programme. Practitioners are trained and supported to complete a Theory of Change at this stage, embedding an evaluation mindset into programme design. This provides a consistent approach for evidence-informed programme design across teams, ensuring that knowledge, evidence, and rationale are integrated into intervention.

⁸ [Comparison University Report 2022](#)

⁹ [Mind the \(ethnicity degree awarding\) gap: supporting academic departments to proactively evaluate and enhance their practice](#) - TASO Blog - J. Webb, J. Ball-Smith, J. Penn

¹⁰ [Crawford, Dytham & Naylor \(2017\) - The Evaluation of the Impact of Outreach: Proposed Standards of Evaluation Practice and Associated Guidance \(commissioned by the Office for Fair Access \(OFFA\) and the Sutton Trust\)](#)

¹¹ [OfS - Access and participation standards of evidence](#)

- b. The Evaluation Framework aims to reduce the burden on staff so that consistent, high-quality evaluation can be conducted. Choosing appropriate evaluation design and thorough planning can be time-consuming and challenging in busy practitioner roles. Stage 2 (Plan) will continuously support practitioners to identify where it may be appropriate to include comparison groups in their evaluation design, as well as supporting the inclusion of comparison groups in their evaluation plan from the start. The Evaluation Framework will be applied to interventions across all lifecycle stages to increase the evidence base at York, and therefore for the Sector.
 - c. Consequently, the Evaluation Framework will support practitioners across the lifecycle to plan, carry out and publish Type 2 evaluations. Using the Framework, practitioners will be supported to use validated pre/post survey questions and comparison groups to strengthen the claims that can be made from existing evaluations. In Access, Success, and Progression we are committing to Type 2 evaluations for multiple interventions, which will strengthen our internal, and the Sector's, evidence-base.
 - d. Stage 4 (Reflect) provides APP practitioners with a pro forma to report and reflect on the results of their evaluation. This will ensure the range of different evaluation methods conducted for the variety of access and participation interventions are consistently reported and disseminated across the institution and will embed accountability and transparency in reporting.
 - e. Stage 4 (Reflect) ensures that any new evidence is used to inform the future of the activity, closing the evaluation loop to ensure that we learn from best practice and can have the largest positive impact for our students.
62. We will continue to develop internal oversight mechanisms for APP evaluation activity. Central oversight will strengthen our strategic approach to evaluation and will allow us to share best practice and resources. The Research and Evaluation Officers sit on the APP Delivery Group (APPDG) to support and facilitate this work. We will develop strategic evaluation oversight beyond this group by creating an APP Research and Evaluation Working Group to strengthen our evaluation culture and utilise expertise across the institution. The working group will work with students in the [SEP](#) evaluation-focused roles.
63. As mentioned above, the APME team has developed a suite of access and participation data workbooks. These resources are continually refined and developed to ensure staff delivering teaching and support have as much information and context as possible about the students they engage and interact with. A particular priority is to develop more robust datasets for student groups associated with risks to equality of opportunity that are not currently included in public datasets, such as students with care experience, students from travelling communities, and LGBTQ+ students. The APME team is consolidating and embedding various datasets used across the institution to ensure that we can monitor student outcomes for these groups in line with our new [objectives](#).
64. Datasets are also being developed to represent the student journey over time. In 2023/24, York introduced systems to monitor student attendance at faculty, department, and individual level. The team will explore student attendance data and leave of absence data across the student journey to better understand 'disrupted' study paths, beyond the existing definitions of continuation and completion. Consideration of students' entry grades and qualifications will be layered into degree outcome data to develop a value-added metric. These workbooks will then be made available to APP practitioners across the institution, to enable them to better plan, implement and evaluate interventions to support all our students to reach their full potential.
65. An identified area for improvement is evaluation risk assessment and mitigation. While the Evaluation Framework formally includes ethical approval and data protection practices, there is no explicit inclusion of risk mitigation (as defined in the [OfS Evaluation Self-Assessment tool](#)) during the planning and implementation stages of evaluation. We are therefore committed to developing the Evaluation Framework further to include these points.
66. We are working in collaboration with third-sector organisations, schools, and Higher Education Sector partners to enhance the quality of our evidence and knowledge base (see paragraph 56). We will continue to utilise the [HEAT database](#) to track young people who engage with our Access activity at York and to support cross-sector evaluation.
67. We are working to improve and formalise the dissemination of evaluation results. We plan to broaden our communications to reach the entire university community, emphasising the impact of APP work at our institution. In partnership with our [Communications team](#), we have developed a communications plan to effectively share our findings with the Sector. The implementation of this plan will create channels of communication internally and within the sector by creating a publicly available space to share our evidence, aligned with the ['Open Science'](#) approach.
68. The APME team will support APP practitioners across the institution in recognising their current strengths and identifying any skill gaps related to evaluation. This assessment will then be used to develop relevant and appropriate training sessions, with a view to strengthening our evaluation outputs. We will also work closely with our academic colleagues, leveraging their evaluation expertise to inform our future APP activity. We will continue to use the [OfS Evaluation Self-Assessment tool](#) to monitor our evaluation performance.

PROVISION OF INFORMATION TO STUDENTS

Our Commitment

69. York recognises the importance of delivering timely and high-quality information, advice, and guidance to all students at every stage, including information on fees and financial support. Our fees for the following academic year are published annually online by 1 September and our approved Access and Participation Plan will be centrally published on our website, ensuring enhanced visibility and easy access for all.

Information on Fees and Financial Support

70. Information regarding fees and financial support is communicated to prospective and continuing students through various channels:
- a. A [central webpage](#) consolidating the latest details on course fees, government loans and York financial support, including bursaries and scholarships.
 - b. A [bursaries webpage](#) detailing the application process, eligibility criteria (see details in [Table 4](#)), payment dates, and level of financial support offered each year. Additionally, it outlines the automatic assessment process, which occurs after students apply to their student finance provider, complete the household income assessment, and give consent to share information with the university. Further steps are taken to identify and support eligible students with care experience and students who are estranged, who may have chosen not to share their status.
 - c. Course pages detailing fees and funding arrangements relevant to specific programmes of study.
 - d. A [living costs guide](#) outlining considerations for studying at York and signposting to information and advice about financial support.
 - e. [YouTube videos](#), blogs and social media channels sharing student-created content and real lived experiences of financial support whilst living and studying in York.
 - f. A suite of resources and events supporting teachers and advisers to better understand university fees and funding, in collaboration with [Advancing Access](#) and the [Russell Group](#).
 - g. Information in our annual undergraduate prospectus and a dedicated leaflet about student finance.
 - h. Emails to offer holders confirming tuition fees, funding, living costs and financial support, with relevant webpage links, and noting that tuition fees for subsequent years may only change as per legislation. Personalised emails to prospective applicants focus on student-created content and information.
 - i. Notification letters and emails to continuing students, in advance of any fee increases.
 - j. Widening access programmes featuring detailed information, presentations and interactive workshops on budgeting, cost of living, fees, and student finance.
 - k. Tailored student finance workshops for schools and colleges.
 - l. Pre-entry financial support during dedicated parent/carer information sessions at Open Days and Post-Offer visit days.
 - m. Dedicated teams, including the [Student Support and Advice Team](#) (SSAT) and the Student Financial Support Team, assist students with financial support. The SSAT also provides financial literacy and budgeting advice, pre-entry, and on course.
 - n. Current students accessing financial support via our [assistance funding webpage](#), which links to our [cost of living support](#) and [hardship fund webpage](#), detailing eligibility criteria and application process. We partner with our Student Unions to communicate this support through targeted emails, campus screens, and social media.

Ensuring Information on Fees and Financial Support is Clear and Accessible

71. The University is committed to improving its [digital accessibility](#), including the provision of a range of supportive [tools, services and software](#). It is also exploring the introduction of a new system aimed at enhancing the student experience by streamlining administrative processes and ease of access to student financial support.
72. Current students are pivotal in shaping transparent and accessible content. Our Access and Outreach Student Team recommends timing and delivery improvements for prospective student information and contributes to creating more relatable fees and finance content. The University will continue engaging with our student community to ensure successful accessibility and promotion of short-term hardship and assistance funding.

Table 4: Details of Our Financial Support Offer

Scheme	Eligibility ¹²	Amount
York Bursary	Residual household income of £0-£35,000	£1,000 per year of study
Refugee Bursary	Refugee immigration status and residual household income of £0-£25,000	York Bursary, plus an additional £1,000 per year of study
Care Leavers and Estranged Students' Bursary	Under 25 on course commencement, coming to York as a Care Leaver, through the national Foyer Federation , irreconcilably estranged from parents ¹³ or both parents have passed away ¹⁴	Year 1: £3,000 Subsequent Years: £2,500 Final Year, final term: additional £1,000 Year in industry, placement year or year abroad: £1250
Care Leavers' Accommodation Subsidy	Under 25 on course commencement, coming to York as a Care Leaver or through the national Foyer Federation (and student's LA is not providing accommodation)	Up to £130 per week Year in industry, placement year or year abroad: up to £65 per week

¹² Except for the additional Refugee Bursary amount, if students are eligible for multiple bursaries, they will only receive the one of highest value per academic year. For full eligibility criteria, please refer to the [bursaries webpage](#).

¹³ Students have been assessed as independent by their funding provider on the basis that they are irreconcilably estranged from their parents.

¹⁴ Students have been assessed as independent by their funding provider on the basis that both sponsors are deceased.

ANNEX A: ASSESSMENT OF PERFORMANCE

- A1. The University of York (hereafter referred to as York) conducted an assessment of performance to identify differences in outcome measures (referred to as 'indications of risk') for our underrepresented students. Indications of risk are associated with underlying risks to equality of opportunity that this Access and Participation Plan (APP) aims to address. The data used in this assessment of performance is taken from the [Office for Students' \(OfS\) Access and Participation Data Dashboard](#)¹⁵.

Indication of Risk: refers to a potential impact of a risk to equality of opportunity in relation to higher education, that is visible in data or apparent through other insights.

Risk to Equality of Opportunity: occurs when the actions or inactions of an individual, organisation or system may reduce another individual's choices about the nature and direction of their life.

- A2. In order to produce a credible assessment of performance, we have conducted supplementary analysis using our internal data. This included the assessment of specific characteristics not included within the OfS data (such as Care Leavers and refugees) and the assessment of pre-access data (e.g. offer rates). Targets cannot be set from these internal assessments of performance, as the data is not publicly available, but these assessments are referred to throughout Annex A.

Methodology

- A3. Where possible, we have disaggregated ethnicity and disability categories to allow for a more nuanced consideration of the data. Small population sizes and subsequent volatility and suppression are noted where relevant. In some cases, this has resulted in groups with very small population size and the majority of the data suppressed. We have included these characteristics in our [Small n Data](#) section.

When referring to differences in the outcome measures of student groups (referred to as 'gaps'), a negative value indicates an underrepresented group is less likely to achieve the outcome measure than the represented group.

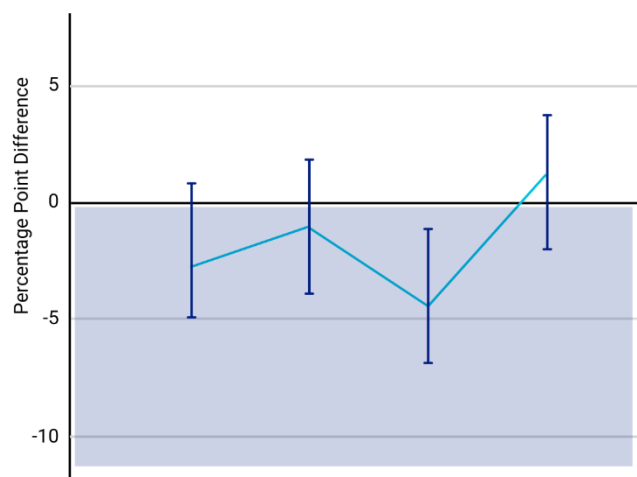
- A4. In the Access lifecycle stage, the gap is presented as the difference in outcome measures between York and the Sector for the underrepresented group. In the Success and Progression lifecycle stages, the gap is presented as the difference in outcome measures between the represented and the underrepresented group.
- Access had to be presented differently from the other lifecycle stages because the percentages for this stage are presented as a whole. In other words, all the percentages in a student characteristic category (e.g. ethnicity) add up to 100%, rather than being expressed as a percentage within a characteristic. This means the underrepresented groups are (by definition) always going to be underrepresented. By comparing York against the Sector, this provides us with a reference point for assessing our support for underrepresented students accessing higher education.
 - The presentation of the gaps in this assessment of performance and APP are different from the OfS' data presentation. Our gaps are presented as negative where the underrepresented group is less likely to achieve the outcome measure than the represented group, while the OfS data presents the opposite (i.e. a positive value). We made the decision to present our data as a negative value, to ensure a clearer narrative for stakeholders (i.e. a negative value indicates a less 'good' outcome).
- A5. We developed a decision-making methodology to objectively identify our potential indications of risk. The decision-making methodology enabled us to evaluate our data against three criteria:
- Average gap* - to demonstrate the magnitude of the indication of risk across the years.
 - Gradient of the trendline* - to demonstrate the direction and extent of the movement across the years.
 - Most recent data* - to demonstrate the indication of risk in the most recent year, with the aim of removing the potential for earlier extremes skewing the average.
- A6. For each of these data points, we created a ranked position for each underrepresented characteristic within a lifecycle stage. The three ranks were then combined to create an overall combined ranking. We then overlaid supplementary data (such as comparing York's position to the Sector and the [Russell Group](#) - English universities only¹⁶) and confidence levels. Careful consideration of all these factors enabled us to identify our most substantial indications of risk and these subsequently informed our objectives and targets.
- A7. To establish certainty that any gaps in the data were indicative of a true difference in outcome measures, we considered confidence intervals at the 95% significance level. This is known as the statistical uncertainty distribution:

¹⁵ The data presented on the [OfS dashboard](#) is limited to specific visualisations, such as disability (aggregated) and ethnicity for 18 year olds only. Therefore, we [downloaded the data](#) used to create the dashboard to enable enhanced data analysis. Please be aware of this when directly comparing this assessment of performance to the OfS dashboard.

¹⁶ We have compared ourselves to the Sector to understand the average performance of English Higher Education providers, providing context for York's performance. Additionally, we recognise York's position as a highly selective provider with specific provision. Therefore, we have also compared ourselves to the Russell Group, which comprises other similar institutions.

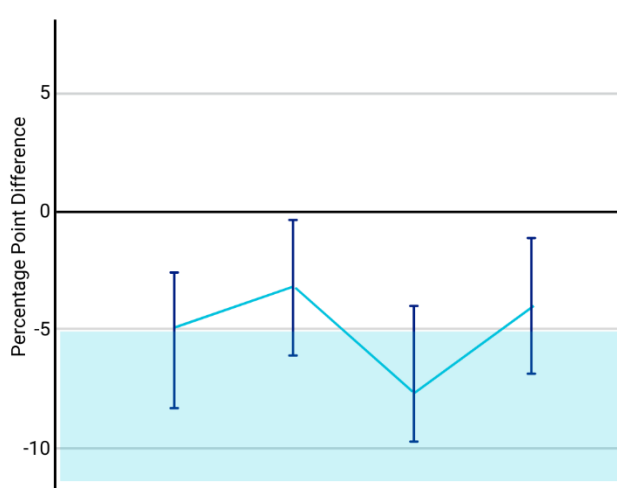
- a. In the Access lifecycle stage, we compared the statistical uncertainty distributions of York and the Sector.
- b. In the Success and Progression lifecycle stages, we assessed whether we could be confident that there was a real difference in outcome measures between the represented and underrepresented characteristics and the size of the difference:
 - i. *Percentage of confidence intervals below 0 percentage points (pp)* - Where the uncertainty distribution is all negative numbers, we are confident that the gap in outcome measures represents a statistically significant difference. High proportions of confidence intervals below 0pp mean we can be reasonably confident there is a true gap between the represented and underrepresented characteristics outcomes.
 - ii. *Percentage of confidence intervals below -5 percentage points (pp)* - If all the confidence intervals are below -5pp (which represents a gap magnitude of concern), we can be confident that the gap represents a statistically significant large difference in outcome measures between the represented and the underrepresented characteristics outcomes. A high proportion of confidence intervals below -5pp means we can be reasonably confident of a large gap.
 - iii. See [Figure A1](#) and [Figure A2](#) for visual representations of the above descriptions.
 - iv. Thresholds were set for these two confidence measures to assess if a characteristic's data points should be considered as an indication of risk and then whether a target should be set. If 75% or more of the confidence intervals were below 0pp, we considered this to be a true indication of risk and it would be included within our objectives. If 75% or more of the confidence intervals were below -5pp, we would set a target for the associated student groups.

Figure A1: Visual representation of the proportion of the uncertainty distribution falling below 0pp



Graph area highlighted shows confidence intervals below 0pp

Figure A2: Visual representation of the proportion of the uncertainty distribution falling below -5pp



Graph area highlighted shows confidence intervals below -5pp

- A8. Confidence in the data varies across lifecycle stages and therefore we considered the size of the uncertainty distribution in each independently. We are most confident the data represents our true performance in the Access stage, as this stage has the smallest confidence intervals. As the Progression lifecycle stage uses an optional survey, we are less confident that the data in this lifecycle stage captures the true performance of each student group, which is reflected in the large confidence intervals. In the Success lifecycle stages, we are reasonably confident the data represents the true performance after reviewing the uncertainty distributions. In Success and Progression, we have included analysis of the uncertainty distributions in our review of each student characteristic to identify indications of risk.
- A9. This methodology is presented and discussed throughout our assessment of performance. The initial decision-making methodology is presented at the beginning of each of the lifecycle stage sections to demonstrate which indications of risk we chose to investigate further. In each section, we present the data points for York, (and, where helpful, data points from the Sector and the Russell Group), and the confidence of the data (including the thresholds set above) is discussed within the context of each indication of risk.
- A10. In each lifecycle section, we summarise the targets and objectives set based on the indications of risk. The targets are set using student characteristics available in the OfS dataset to allow for transparent monitoring. Where we have set objectives, we will internally monitor the outcome measures data with a particular focus on groups with an indication of risk. In cases where student groups are not encompassed within the OfS dataset (for example, including groups such as Care Leavers, students with care experience, estranged students, students with caring responsibilities, students from military families, refugees and Gypsy, Roma, Traveller, Showmen, Boater community (GRTSB) students), we will utilise alternative public datasets and sector-specific evidence to internally monitor and improve our comprehension of their student experience at York.

Access (Enrolments)

- A11. **Table A1** shows the application of the decision-making methodology to the Access lifecycle stage and highlights the indications of risk we chose to investigate further (see characteristics highlighted in blue)¹⁷.

Table A1: Decision-Making Methodology for Access

Please note the gap shows the difference between York and the Sector - see Methodology.

Access ¹⁸	Average Gap across 6 years	Trendline Gradient	Most Recent Data	Average Gap across 6 years - Ranking	Trendline Gradient - Ranking	Most Recent Data - Ranking	Combined Ranking
Mature	-20.2	-1.2457	-23.2	1	1	1	3
IMD Q1	-11.7	-0.3457	-13.2	2	2	2	6
Asian	-8.4	-0.2629	-9.6	4	3	4	11
FSM	-10.4	0.1486	-10.2	3	7	3	13
Black	-7.8	-0.2086	-8.3	5	4	5	14
Mixed Ethnicity	-0.6	-0.1771	-1.6	8	5	7	20
POLAR4 Q1	-3.3	0.3629	-2.3	6	10	6	22
Cognitive or Learning Condition	0.2	0.0257	-0.4	9	6	9	24
TUNDRA Q1	-2.7	0.4314	-1.6	7	11	7	25
Sensory, Medical or Physical Condition	0.7	0.1571	1.0	10	8	10	28
Mental Health Condition	1.7	0.2486	1.5	11	9	11	31
Disability (Aggregated)	2.2	0.5057	1.6	12	12	12	36

- A12. To better understand York's performance at the Access lifecycle stage, we have included the Sector and the Russell Group in our graphs as benchmarks. Considering York's performance in isolation does not provide sufficient context to understand its indications of risk.

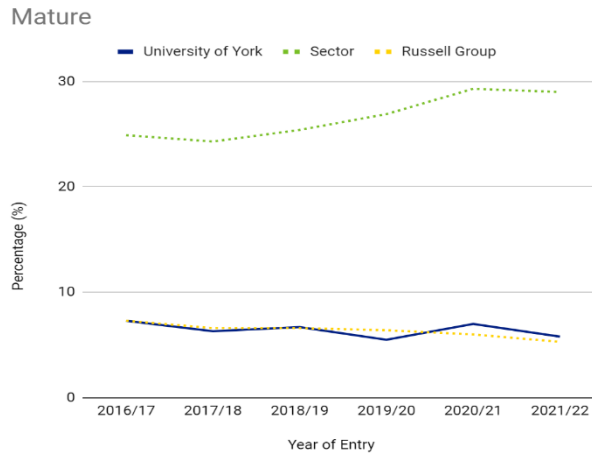
For the following graphs, small percentages indicate there is a small proportion of students with that characteristic enrolled in the overall student population.

- A13. We considered the 95% confidence interval for each data point for York and the Sector. The confidence interval range was very small (less than 2pp and 0.5pp respectively) and there was no overlap between the two uncertainty distributions. Therefore, where there are differences between York and the Sector, we are confident that this represents a true difference.

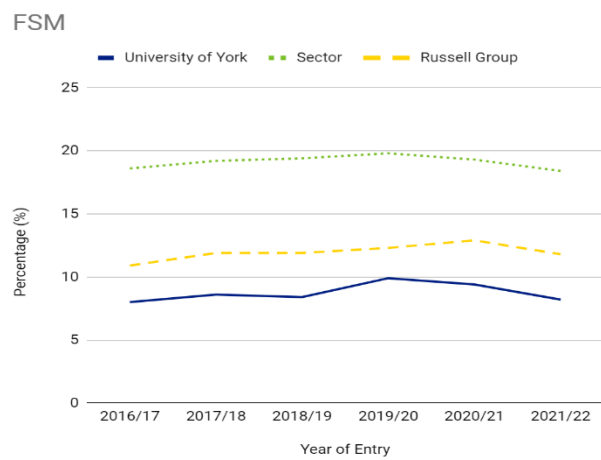
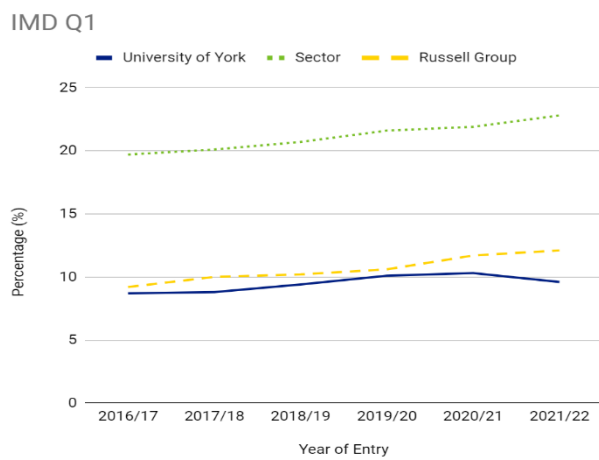
¹⁷ For each criterion, rank 1 represents the student group with the largest gap or steepest negative trendline. Therefore, the lower the combined ranking, the larger the potential indication of risk.

¹⁸ Sex has not been included in the Access lifecycle stage because neither male nor female students are underrepresented in enrolments at York (41.6% and 58.4% respectively in 2021/22).

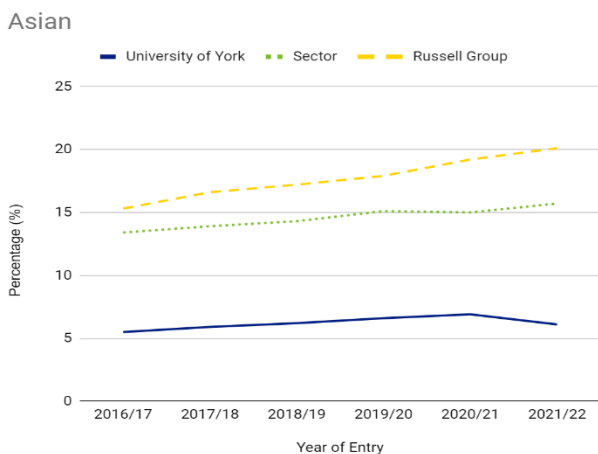
Graph A1 : Percentage of Mature students enrolled at York, the Sector, and the Russell Group



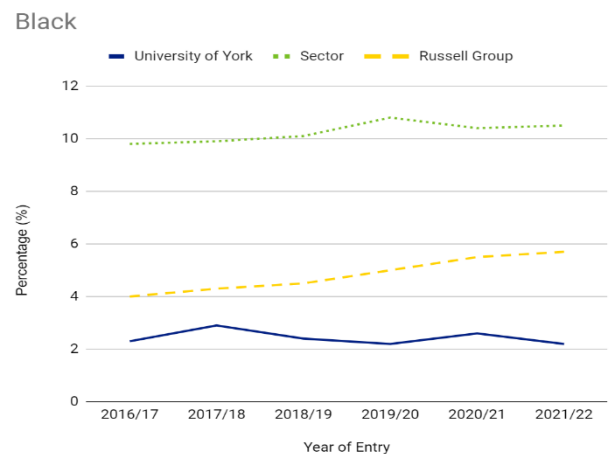
Graph A2: Percentage of IMD Q1 students (left) and FSM students (right) enrolled at York, the Sector, and the Russell Group



Graph A3: Percentage of Asian students enrolled at York, the Sector, and the Russell Group



Graph A4: Percentage of Black students enrolled at York, the Sector, and the Russell Group



**Please note that the York student population presented in this graph is small, which may contribute to volatility in the data.*

Access - Mature students

A14. The percentage of Mature students at York falls below the Sector average, yet it aligns with the Russell Group, although it is worth noting the diversity in the portfolio within the Russell Group. York predominantly offers full-time, in-person courses, which evidence shows are less attractive to Mature students¹⁹. Therefore, whilst we recognise the importance of improving access to York for Mature students, we also acknowledge the constraints of our current portfolio. We fully recognise the importance of fostering inclusivity for Mature students and are committed to investing in support for them. Whilst we are not setting a specific objective to increase the percentage of Mature students accessing higher education at York, we will continually monitor this data and are dedicated to exploring ways of enhancing inclusivity, including more diverse entry routes.

Access - Students from IMD Q1 and eligible for FSM

A15. The percentage of enrolled IMD Q1 students and students eligible for Free School Meals (FSM) at York is below the Sector, and generally below the Russell Group for both groups. As a result, we are setting a target to increase the percentage of students from low socio-economic backgrounds (for which IMD and FSM are proxies) enrolled with us, using IMD Q1 to measure progress.

Access - Asian students

A16. The percentage of enrolled Asian students at York is below the Sector and the Russell Group. As a result, we are setting a target to increase the percentage of Asian students enrolled with us.

Access - Black students

A17. The percentage of Black students enrolled at York has remained below the Sector and Russell Group (the latter of which has seen increased enrolments in recent years). As a result, we are setting a target to increase the percentage of Black students enrolled at York.

Summary of Access

A18. In the Access lifecycle stage, we have identified three indications of risk and are setting two objectives and three targets:

Objectives:	Targets:
<ul style="list-style-type: none"> Socio-economic background Ethnicity 	<ul style="list-style-type: none"> IMD Q1 students Asian students Black students

A19. We will continue to monitor POLAR4 and TUNDRA data internally but following positive progress for these categories in our last APP and accounting for the limitations of these measures in identifying students from low socio-economic backgrounds²⁰, we will also include different measures such as first-in-family, Care Leaver status and appropriate ACORN categories.

A20. An internal investigation of our application to enrolment conversion rates, including the intermediate stages of the application cycle, found that each of the underrepresented groups mentioned in this section were more likely to accept an offer to attend York than their peers. However, these groups were less likely to receive an offer. We are committed to ongoing internal monitoring of application data and its inclusion in our Widening Access Admissions Project (Intervention Strategy 1).

Continuation (Success)

A21. Table A2 shows the application of the decision-making methodology to the Continuation lifecycle stage and highlights the indications of risk we chose to investigate further (see characteristics highlighted in blue)²¹.

Table A2: Decision-Making Methodology for Continuation

Please note the gap shows the difference between the represented and underrepresented student groups.

Continuation ²²	Average Gap across 6 years	Trendline Gradient	Most Recent Data	Average Gap across 6 years - Ranking	Trendline Gradient - Ranking	Most Recent Data - Ranking	Combined Ranking
Black	-4.0	-0.3851	-7.3	2	2	2	6
Mature	-6.5	0.4229	-8.3	1	7	1	9
FSM	-2.6	-0.1714	-6.2	4	3	3	10

¹⁹ [Improving opportunity and choice for mature students](#)

²⁰ [Measuring Disadvantage - Sutton Trust](#)

²¹ For each criterion, rank 1 represents the student group with the largest gap or steepest negative trendline. Therefore, the lower the combined ranking, the larger the potential indication of risk.

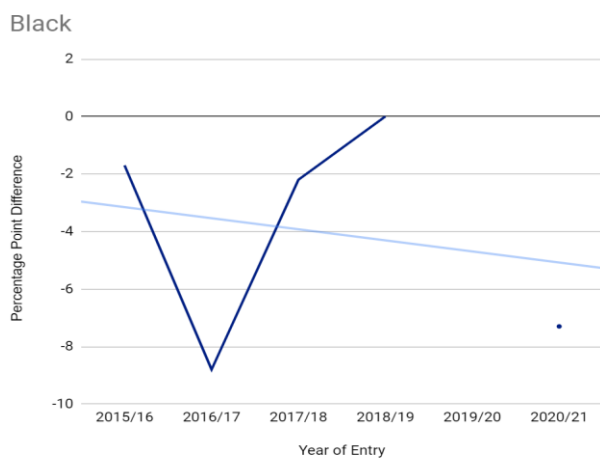
²² POLAR4 and TUNDRA have not been included in the Success or Progression lifecycle stages as they are area-level data on progression rates to higher education and are most helpful in considering Access.

Asian	-1.0	-0.4371	-3.6	6	1	4	11
IMD Q1	-4.0	0.64	-3	2	11	5	18
Mixed Ethnicity	-0.5	0.1518	-0.3	8	5	7	20
Mental Health Condition	-1.6	0.56	-1.0	5	10	6	21
Sensory, Medical or Physical Condition	-0.5	0.3162	0.6	8	6	9	23
Disability (Aggregated)	-0.7	0.46	0.2	7	9	8	24
Sex	1.0	0.0571	2.0	11	4	11	26
Cognitive or Learning Condition	0.0	0.4351	0.8	10	8	10	28

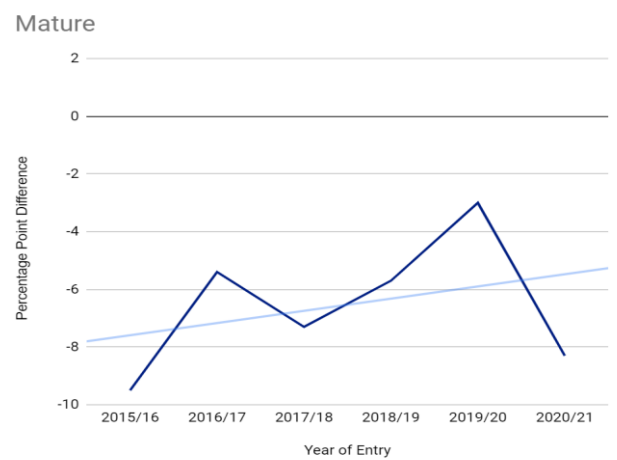
A22. To understand our indications of risk, we have presented the continuation rate data as a gap between the represented and the underrepresented groups. Considering the underrepresented group's performance in isolation does not provide sufficient context to understand the indications of risk.

For the following graphs, a negative value indicates the underrepresented student group is less likely to continue studying after 12 months than the represented group.

Graph A5: Percentage point difference between Black students and White students continuing at York



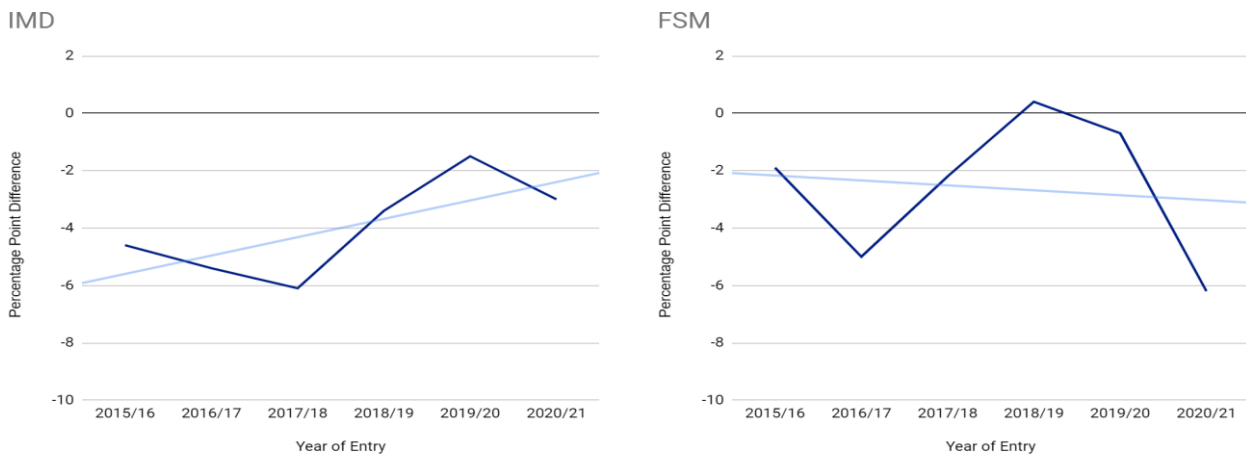
Graph A6: Percentage point difference between Mature students and Young students continuing at York



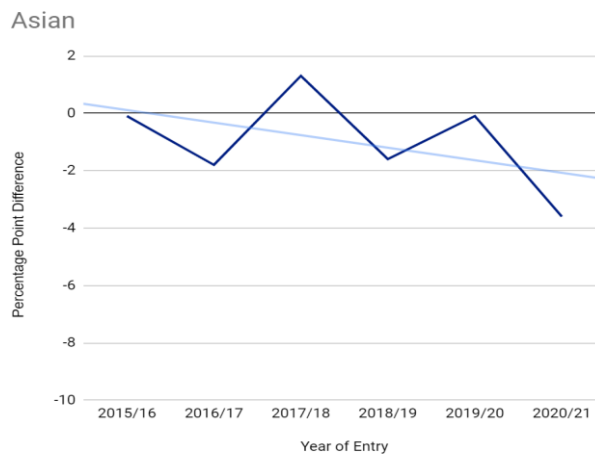
*The data point for 2019/20 is suppressed as the number of Black students continuing was within two of the total number of Black students.

*Please note that the underrepresented student population presented in this graph is small, which may contribute to volatility in the data.

Graph A7: Percentage point difference between IMD Q1 students and IMD Q5 students (left) and between FSM students and non-FSM students (right) continuing at York



Graph A8: Percentage point difference between Asian students and White students continuing at York



Continuation - Black students

A23. The gap in continuation rates between Black and White students is affected by the small population size of Black students at York and the subsequent volatility in the data. This makes it difficult to interpret the data with confidence. When using the 95% confidence intervals, we found that only 36.3% of the distribution fell below a -5pp gap, indicating a small magnitude of gap. Consideration of the Sector also shows that York has a smaller gap across a six-year average (-5.3pp versus -4pp, respectively). Therefore, we have decided to include Black students within the overall Continuation objective, rather than setting a specific target.

Continuation - Mature students

A24. While the gap between the continuation rates of Mature and Young students is negative, the trend is moving in a positive direction. Additionally, using the 95% confidence interval to consider the statistical uncertainty distribution of the gap for each year, we found small confidence intervals (i.e. we can be confident in the data):

- 100% of the confidence interval values fell below 0pp, indicating a true negative gap in student outcomes.
- However, only 67.2% of the distribution was below -5pp (falling below the 75% threshold discussed in the Methodology).

A25. Furthermore, when considering the six-year average, York has a smaller gap than the Sector for this characteristic (-6.5pp versus -8.1pp, respectively). Therefore, we have decided to include this student characteristic within the overall Continuation objective, rather than setting a specific target for Mature students.

Continuation - Students from IMD Q1 and eligible for FSM

A26. In the Continuation lifecycle stage, when considering socio-economic background, we can see different trends for the two OfS measures. As shown in Table A2, there is a potential indication of risk at the Continuation stage for students eligible for Free School Meals (FSM), but not for students from IMD Q1.

A27. Students eligible for FSM are less likely to continue at York than those who are not eligible, and the trend is moving in a slight negative direction. When considering the six-year average, York has a smaller gap than the Sector (-2.6 pp versus -5.2pp, respectively). Using the 95% confidence interval, we considered the statistical uncertainty for each year:

- The confidence intervals were small (suggesting confidence in the data shown)
- Only 20.5% of the statistical uncertainty distribution was below -5pp, indicating a small magnitude of gap between the continuation rates for those eligible for FSM and those not eligible.

A28. Therefore, we have decided to include this student characteristic within the overall Continuation objective, rather than setting a specific target for students eligible for FSM.

Continuation - Asian students

A29. Whilst there is a negative trend in the gap between Asian and White students' continuation rates at York, consideration of the Sector shows that York performs similarly across a six-year average (-0.6 pp versus -1 pp, respectively). Additionally, when using the 95% confidence interval, we found only 62.9% of the uncertainty distribution fell below 0pp (below the 75% threshold set in the **Methodology**) and that only 5% of the confidence intervals fell below a -5pp gap. Therefore, this suggests we cannot be confident that this data represents a true difference in continuation rates between Asian and White students, and as such we have not included this as an indication of risk.

Summary of Continuation

A30. In the Continuation lifecycle stage, we have identified three indications of risk, presented as gaps between a represented and an underrepresented group. The gaps in this lifecycle stage are the smallest across all lifecycle stages at York and are smaller than the same data points in the Sector. Therefore, we have set one objective encompassing the continuation lifecycle stage as a whole.

Completion (Success)

A31. **Table A3** shows the application of the decision-making methodology to the Completion lifecycle stage and highlights the indications of risk we chose to investigate further (see characteristics highlighted in blue)²³.

Table A3: Decision-Making Methodology for Completion

Please note the gap shows the difference between the represented and underrepresented student groups.

Completion ²⁴	Average Gap across 6 years	Trendline Gradient	Most Recent Data	Average Gap across 6 years - Ranking	Trendline Gradient - Ranking	Most Recent Data - Ranking	Combined Ranking
Mature	-11	-0.1229	-11.9	1	5	1	7
Black	-3.6	-0.3829	-6.6	5	1	2	8
Mental Health Condition	-4.7	0.3429	-5.7	3	8	3	14
Disability (Aggregated) ²⁵	-2.4	-0.2343	-3.5	7	2	5	14
Sensory, Medical or Physical Condition	-2.9	-0.2305	-1.7	6	3	7	16
IMD Q1	-5.7	0.6486	-4.5	2	11	4	17
Cognitive or Learning Condition	-1.6	-0.1371	-2.2	8	4	6	18
FSM	-4.0	0.6029	-1.5	4	10	8	22
Mixed Ethnicity	0.3	0.1457	0.3	10	6	9	25
Asian	-0.3	0.36	1.1	9	9	10	28
Sex	1.1	0.2771	1.7	11	7	11	29

A32. To understand our indications of risk, we have presented the completion rate data as a gap between the represented and the underrepresented groups. Considering the underrepresented group's performance in isolation does not provide sufficient context to understand the indications of risk.

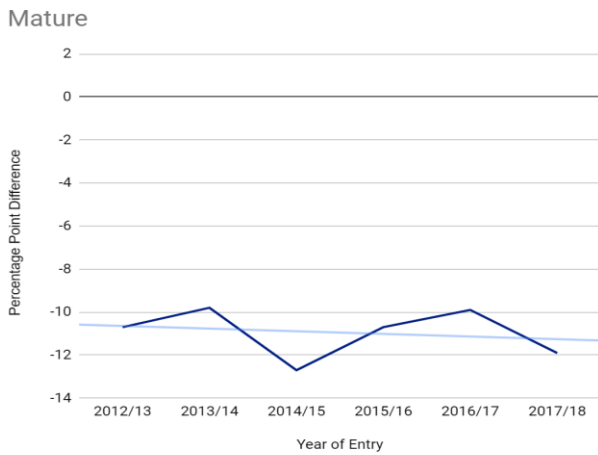
²³ For each criterion, rank 1 represents the student group with the largest gap or steepest negative trendline. Therefore, the lower the combined ranking, the larger the potential indication of risk.

²⁴ POLAR4 and TUNDRA have not been included in the Success or Progression lifecycle stages as they are area-level data on progression rates to higher education and are most helpful in considering Access.

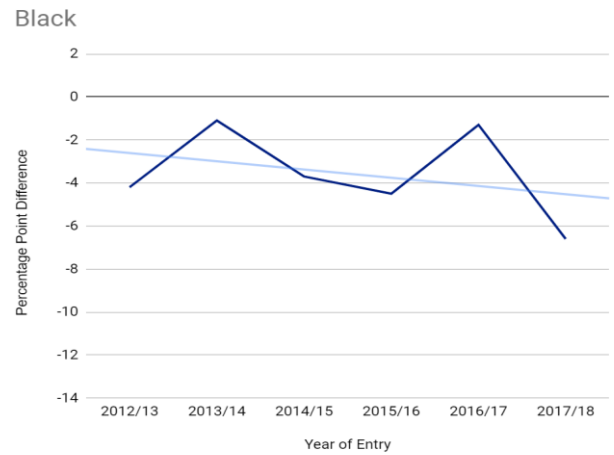
²⁵ Disability (aggregated) has not been flagged as an indication of risk to investigate further, despite having a low combined rank, because two of the disaggregated disability categories are already flagged for further investigation.

For the following graphs, a negative value indicates that the underrepresented student group is less likely to remain in active study or to have qualified (completed) after four years than the represented group.

Graph A9: Percentage point difference between Mature students and Young students completing at York

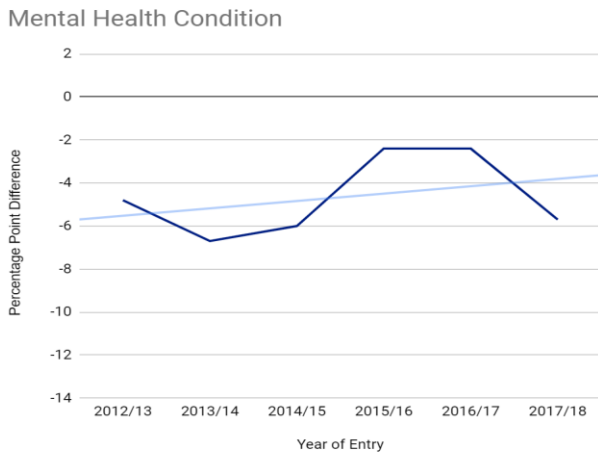


Graph A10: Percentage point difference between Black students and White students completing at York



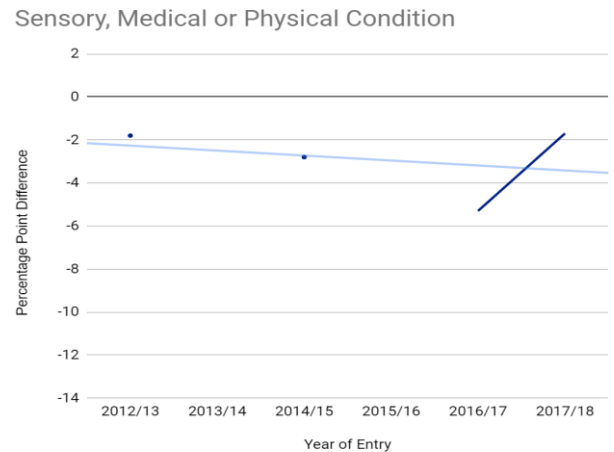
**Please note that the underrepresented student population presented in this graph is small, which may contribute to volatility in the data.*

Graph A10: Percentage point difference between students with a reported mental health condition and students with no known disability completing at York



**Please note that the underrepresented student population presented in this graph is small, which may contribute to volatility in the data.*

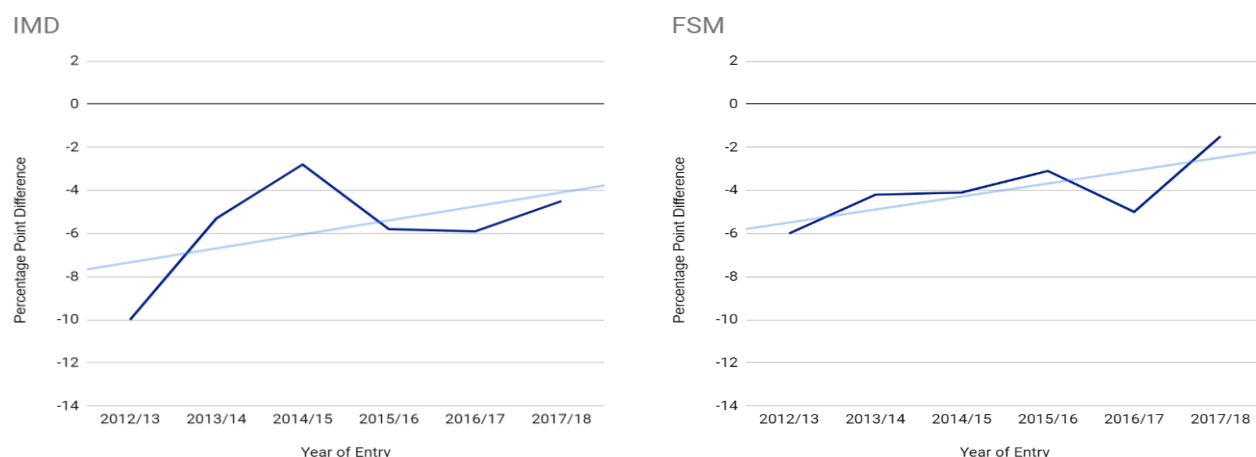
Graph A11: Percentage point difference between students with a reported sensory, medical, or physical condition and students with no known disability completing at York



**The 2013/14 and 2015/16 data points are suppressed as the number of students with a reported sensory, medical, or physical condition completing was within 2 of the total number of students with a reported sensory, medical, or physical condition.*

**Please note that the underrepresented student population presented in this graph is small, which may contribute to volatility in the data.*

Graph A12: Percentage point difference between IMD Q1 students and IMD Q5 students (left) and between FSM students and non-FSM students (right) completing at York



Completion - Mature students

A33. The gap between the percentage of Mature students completing at York and the percentage of Young students is consistently large (-11pp six-year average), and not showing improvement. The Sector six-year average gap is -9.6pp. Our investigation of the 95% confidence intervals showed 100% of the confidence intervals fell below -5pp and that the confidence intervals were small, so we can be confident that the data represents a true large gap. As a result, we have set a target around the completion rates of our Mature students.

Completion - Black students

A34. The gap in completion rates between Black and White students is affected by the small population size of Black students at York and the subsequent volatility in the data. This makes it difficult to interpret the data with confidence. In addition, when using the 95% confidence intervals, we found that only 35.7% of the distribution fell below a -5pp gap, indicating a small magnitude of gap. Consideration of the Sector shows that York has a smaller gap across a six-year average (-7.1pp versus -3.3pp, respectively) and in line with the Russell Group (-3.3pp). Therefore, we have decided to include Black students within the overall Completion objective, rather than setting a specific target.

Completion - Students with a reported mental health condition

A35. The gap data for completion rates between students with a reported mental health condition and students with no known disability is difficult to interpret with confidence due to the volatility caused by the small population size of students with a reported mental health condition.

A36. When using the 95% confidence intervals, we found that only 43.3% of the statistical uncertainty distribution fell below a -5pp gap (lower than the 75% threshold set in the [Methodology](#)). In addition, there is a positive trend suggesting the gap between these two groups is reducing. For this student characteristic, the Russell Group has a larger gap than the Sector across a six-year average (-8.6pp versus -7.5 respectively). The six-year average gap at York is smaller than both (-4.7pp). Therefore, we have decided to include students with a reported mental health condition within the overall Completion objective, rather than setting a specific target.

Completion - Students with a reported sensory, medical, or physical condition

A37. The gap data for completion rates between students with a reported sensory, medical, or physical condition and students with no known disability is difficult to interpret with confidence due to the volatility and subsequent data suppression caused by the small population size of students with a reported sensory, medical, or physical condition. When using the 95% confidence intervals, we found that only 28.7% of the statistical uncertainty distribution fell below a -5pp gap, indicating a small gap. In addition, York performed similarly to the Sector across a six-year average (-2.9pp versus -2.9pp, respectively), but has a smaller gap than the Russell Group (-4.6pp). Therefore, we have decided to include students with a reported sensory, medical, or physical condition within the overall Completion objective, rather than setting a specific target.

Completion - Students from IMD Q1 and eligible for FSM

A38. In the Completion lifecycle stage, when considering socio-economic background, we can see different magnitudes of gaps for the two OfS measures. As shown in [Table A3](#), there is a potential indication of risk at the Completion stage for students from IMD Q1, but not for students eligible for Free School Meals (FSM).

A39. IMD Q1 students are less likely to complete their studies at York than students in IMD Q5, but the gap is reducing as the trend is moving in a positive direction. When considering the six-year average, York has a smaller gap than the Sector (-5.7 pp versus -10pp, respectively). Using the 95% confidence interval, we considered the statistical uncertainty for each year. The confidence intervals were small and only 56% of the statistical uncertainty distribution fell below -5pp (falling below the 75% threshold set in the [Methodology](#)). Therefore, we have decided to include IMD Q1 students within the overall Completion objective, rather than setting a specific target.

Summary of Completion

- A40. In the Completion lifecycle stage, we have identified five indications of risk, presented as gaps between a represented and an underrepresented group. Completion gaps are generally similar to, or smaller than, the same data point in the Sector and the Russell Group. Therefore, we have set a general Completion objective to ensure gaps decrease or remain small across all groups.
- A41. The Completion rate gap between Mature and Young students is the one instance where York had a larger gap and was not aligned with the Sector and the Russell Group, and the 95% confidence intervals indicated a large gap. We have therefore set a target to reduce this.

Awarding (Success)

- A42. **Table A4** shows the application of the decision-making methodology to the Awarding lifecycle stage and highlights the indications of risk we chose to investigate further (see characteristics highlighted in blue)²⁶.

Table A4: Decision-Making Methodology for Awarding

Please note the gap shows the difference between the represented and underrepresented student groups.

Awarding ²⁷	Average Gap across 6 years	Trendline Gradient	Most Recent Data	Average Gap across 6 years - Ranking	Trendline Gradient - Ranking	Most Recent Data - Ranking	Combined Ranking
IMD Q1	-13.7	-0.8971	-17.8	2	3	1	6
Black	-13.7	-2.2886	-17.0	2	1	3	6
FSM	-10.2	-1.3743	-17.3	5	2	2	9
Mature	-15.1	0.6914	-13.3	1	9	4	14
Asian	-10.5	0.4286	-12.8	4	8	5	17
Mental Health Condition ²⁸	-1.9	-0.5771	-5.8	10	5	6	21
Sensory, Medical or Physical Condition	-3.8	1.2886	-5.8	6	10	6	22
Disability (Aggregated)	-2.9	0.2771	-4.6	7	7	8	22
Cognitive or Learning Condition	-2.8	-0.0857	-4.4	8	6	9	23
Sex	5.3	-0.6	3.7	11	4	11	26
Mixed Ethnicity	-2.7	1.4343	-1.7	9	11	10	30

- A43. To understand our indications of risk, we have presented the awarding rate data as a gap between the represented and the underrepresented groups. Considering the underrepresented group's performance in isolation does not provide sufficient context to understand the indications of risk.

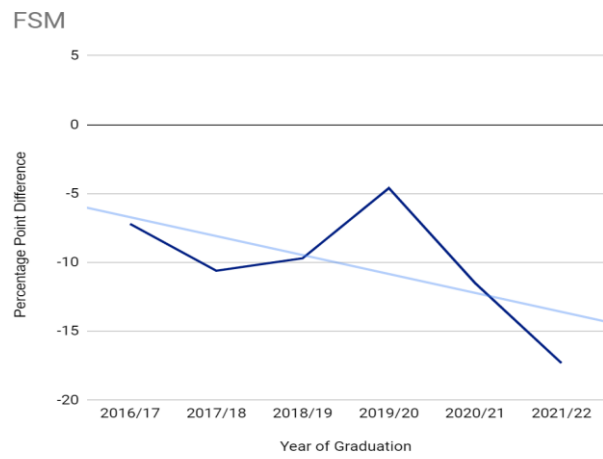
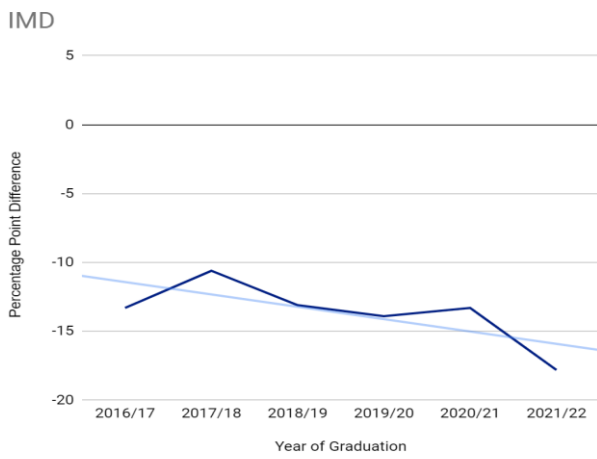
For the following graphs, a negative value indicates the underrepresented student group is less likely to be awarded a good degree (first or upper second-class (2:1) degree classification) than the represented group.

²⁶ For each criterion, rank 1 represents the student group with the largest gap or steepest negative trendline. Therefore, the lower the combined ranking, the larger the potential indication of risk.

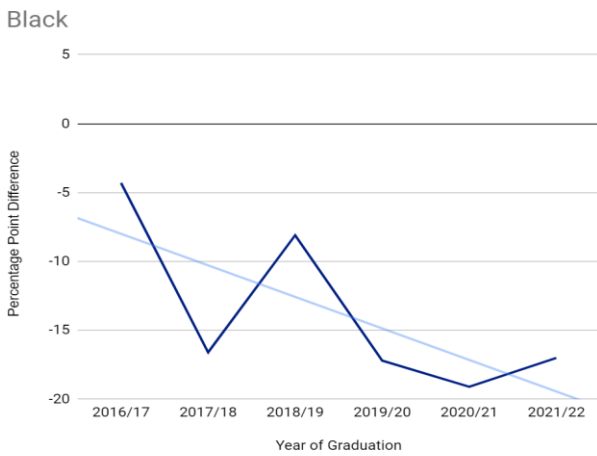
²⁷ POLAR4 and TUNDRA have not been included in the Success or Progression lifecycle stages as they are area-level data on progression rates to higher education and are therefore most helpful in considering Access.

²⁸ Mental Health Condition has been flagged as an indication of risk to investigate further, despite not having a low combined rank, because it has a large negative trend and a large most recent data point.

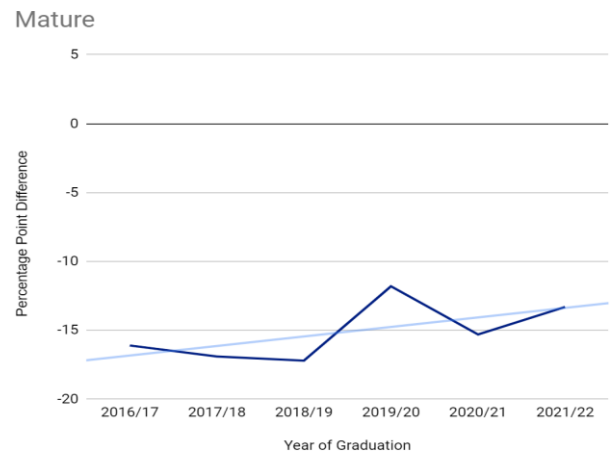
Graph A13: Percentage point difference between IMD Q1 students and IMD Q5 students (left) and between FSM students and non-FSM students (right) being awarded a good degree at York



Graph A14: Percentage point difference between Black students and White students being awarded a good degree at York

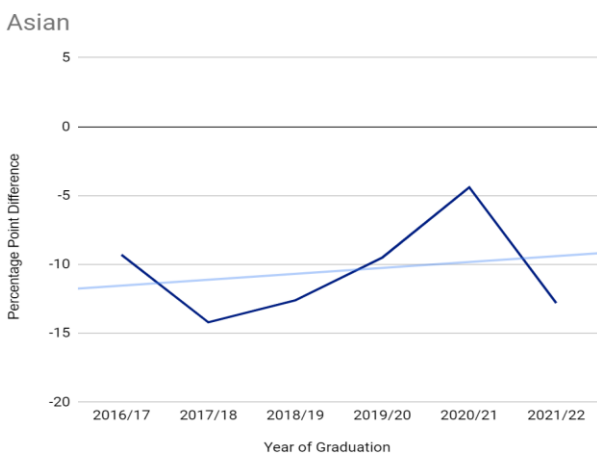


Graph A15: Percentage point difference between Mature students and Young students being awarded a good degree at York

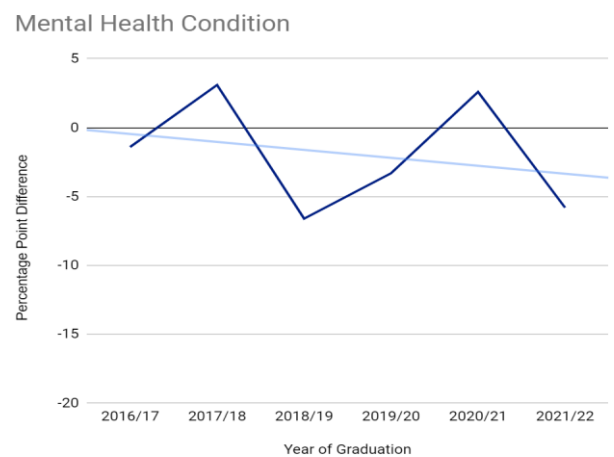


**Please note that the underrepresented student population presented in this graph is small, which may contribute to volatility in the data.*

Graph A16: Percentage point difference between Asian students and White students being awarded a good degree at York



Graph A17: Percentage point difference between students with a reported mental health condition and students with no known disability being awarded a good degree at York



Awarding - Students from IMD Q1 and eligible for FSM

- A44. There are negative trendlines for the awarding gap between both IMD Q1 and IMD Q5 students and between students eligible for Free School Meals (FSM) and those not eligible. In both cases, the differences in awarding rates are large, which suggests there is an indication of risk for both student characteristics. When the 95% confidence interval was investigated, we found:
- For FSM, 100% of the confidence intervals fell below 0pp (representing a true negative gap).
 - 99.9% fell below -5pp, demonstrating a large magnitude gap.
 - For IMD Q1, 97.4% of the confidence intervals were below 0pp (again representing a true negative gap).
 - 81.4% were below -5pp, again demonstrating a large magnitude of gap.
- A45. In addition, York’s six-year average gap is below the Russell Group for both characteristics (IMD Q1: -13.7pp versus -9.5pp respectively; FSM: -10.2pp versus -7.5pp respectively). As a result, we are confident that there is an indication of risk for both IMD Q1 and FSM. Due to data availability, we will set the target using IMD, and the awarding gap between FSM and non-FSM students will be monitored and encompassed in an objective to address the awarding gap for low socio-economic backgrounds.

Awarding - Black students

- A46. The small population size of Black students at York means that the awarding gap data between Black and White students is volatile and difficult to interpret with confidence. Nevertheless, the awarding gap between Black students and White students has a steep negative trend at York. Even with its small population size, when using the 95% confidence intervals:
- 93.1% of the confidence intervals fell below 0pp (suggesting a true negative gap).
 - 85.2% fell below -5pp, indicating confidence that the data represents a true large difference.
- A47. As a result, we can say with confidence that the data shows the award gap between Black and White students is large and widening. Based on this, we are committed to setting a target to reduce the awarding gap between Black and White students.

Awarding - Mature students

- A48. There is a large gap between the awarding rates for Mature and Young students York; the six-year average gap is -15.1pp. In contrast, for the Russell Group the six-year average award gap for Mature students is -9.4pp and -10.2pp for the Sector. In addition, when using the 95% confidence interval, we found that 100% of the confidence intervals fell below -5pp, meaning that we are confident this data represents a large awarding gap between Mature and Young students. As a result, we are setting a target to improve the awarding rate of Mature students compared to Young students.

Awarding - Asian students

- A49. There is a positive trend in the award rate gap between Asian students and White students, suggesting a reduction in the gap (the six-year average award gap at York is -10.5pp). In comparison, the Sector six-year average award gap is -9.5pp and the Russell Group six-year average gap is -7.4pp. The 95% confidence interval investigation found:
- 98.6% of the confidence intervals fell below 0pp (suggesting a true negative gap).
 - 84.7% fell below -5pp, suggesting a large magnitude of gap.
- A50. Based on this, we are setting a target to improve the award rate gap between Asian students and White students.

Awarding - Students with a reported mental health condition

- A51. The awarding gap between students with a reported mental health condition and students with no known disability is small (particularly compared to the magnitude of other gaps in the Awarding lifecycle stage), although there is a negative trendline. In addition, for two of the six years, there was a positive gap, suggesting that the students with a reported mental health condition were more likely to be awarded a ‘good degree’ than their peers. This is reflected further when we consider the 95% confidence interval, which found:
- Only 63.7% of the confidence intervals fell below 0pp (below the 75% threshold set in the Methodology).
 - Only 29.9% of those confidence intervals fell below -5pp (indicating a small magnitude of gap).
- A52. As a result of this, we have decided that the awarding rate gap between students with a reported mental health condition and students with no known disability is not an indication of risk.

Summary of Awarding

- A53. In the Awarding lifecycle stage, we have identified four indications of risk and we have set four objectives and four targets:

Objectives:	Targets:
<ul style="list-style-type: none"> • Age • Socio-economic background • Ethnicity - Black • Ethnicity - Asian 	<ul style="list-style-type: none"> • Mature • IMD Q1 students • Black students • Asian students

Progression

A54. **Table A5** shows the application of the decision-making methodology to the Progression lifecycle stage and highlights the indications of risk we chose to investigate further (see characteristics highlighted in blue)²⁹.

Table A5: Decision-Making Methodology for Progression

Please note the gap shows the difference between the represented and underrepresented student groups.

Progression ³⁰	Average Gap across 4 years	Trendline Gradient	Most Recent Data	Average Gap across 6 years - Ranking	Trendline Gradient - Ranking	Most Recent Data - Ranking	Combined Ranking
Mental Health Condition	-8.1	-0.53	-5.7	1	5	1	7
Black	1.7	-1.87	-5.0	8	3	2	13
Disability (Aggregated)	-4.7	0.31	-3.1	2	7	5	14
IMD Q1 ³¹	-1.0	-1.13	-4.0	6	4	4	14
Mature	3.8	-2.08	-4.4	10	2	3	15
Sex	-3.1	1.38	-2.4	3	9	6	18
Sensory, Medical or Physical Condition	-2.3	0.33	-0.9	4	8	7	19
Asian	5.5	-2.17	3.2	11	1	9	21
Cognitive or Learning Condition	-2.0	1.52	2.0	5	10	8	23
FSM	2.4	0.07	4.2	9	6	10	25
Mixed Ethnicity	1.4	1.72	7.8	7	11	11	29

A55. There are a couple of caveats to the Progression data to consider:

- The data presented is from the Graduate Outcomes survey, which is a voluntary survey completed 15 months after graduation. Response rates can be found on the [HESA website](#). For 2020/21, 57% of York's graduating cohort completed the survey. This needs to be considered when interpreting the graphs and data.
- There are only four years of data for Progression, as opposed to six years for the other lifecycle stages.

A56. To understand our indications of risk, we have presented the progression rate data as a gap between the represented and the underrepresented groups (where they responded to the survey). Considering the underrepresented group's performance in isolation does not provide sufficient context to understand the indications of risk.

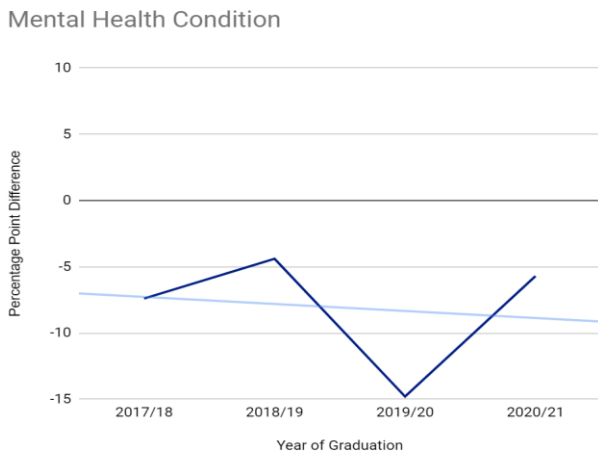
For the following graphs, a negative value indicates the underrepresented student group is less likely to progress to further study or graduate employment than the represented group (where they responded to the survey).

²⁹ For each criterion, rank 1 represents the student group with the largest gap or steepest negative trendline. Therefore, the lower the combined ranking, the larger the potential indication of risk.

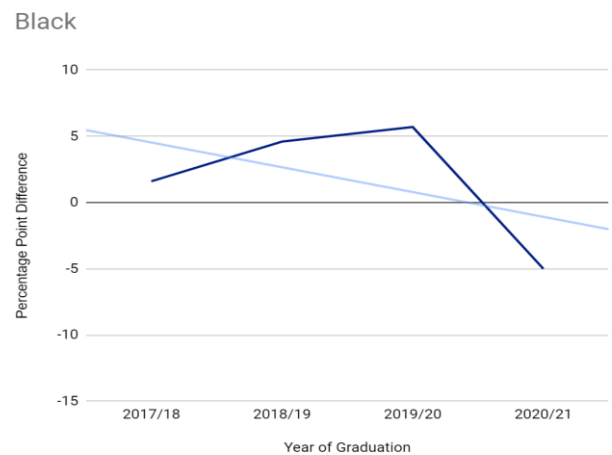
³⁰ POLAR4 and TUNDRA have not been included in the Success or Progression lifecycle stages as they are area-level data on progression rates to higher education and are most helpful in considering Access.

³¹ IMD Q1 has not been flagged as an indication of risk to investigate further, despite having a low combined ranking, because its average across four years is small, as well as its most recent data. The fact that it has a low combined ranking is reflective of the strong performance of other underrepresented characteristics at York in the Progression lifecycle stage.

Graph A18: Percentage point difference between students with a reported mental health condition and students with no known disability progressing from York

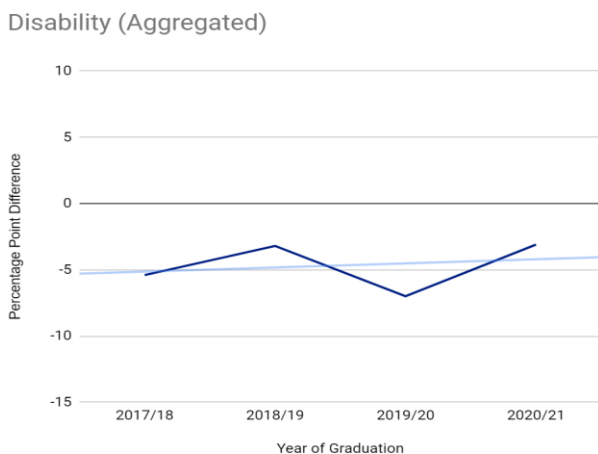


Graph A19: Percentage point difference between Black students and White students progressing from York

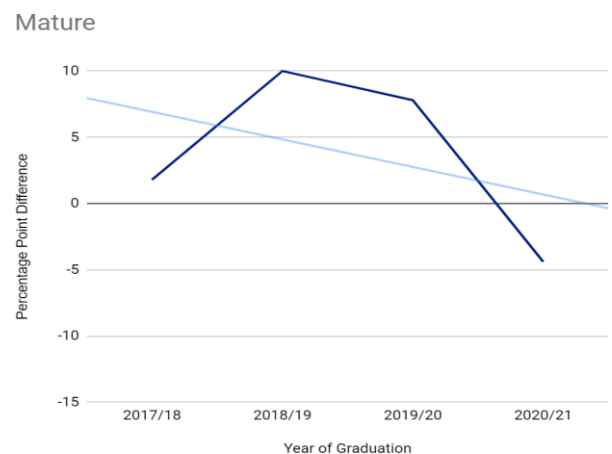


**Please note that the underrepresented student population presented in this graph is small, which may contribute to volatility in the data*

Graph A20: Percentage point difference between students with a reported disability and students with no known disability progressing from York



Graph A21: Percentage point difference between Mature students and Young students progressing from York



**Please note that the underrepresented student population presented in this graph is small, which may contribute to volatility in the data.*

Progression - Students with a reported mental health condition

A57. There is a gap between the progression rates of students with a reported mental health condition and students with no known disability, at York the four-year average is -8.1pp (skewed by a larger gap in 2019/20). The four-year average gap for Sector is -4.9pp and -6.3pp for the Russell Group. At the 95% confidence level, the uncertainty distribution spans more than 15pp and as a result we cannot be confident in this data. Furthermore, the proportion of the confidence intervals falling below -5pp is only 66.3% (falling below the 75% threshold set in the [Methodology](#)). Therefore, we have decided to include this student characteristic within the overall Progression objective, rather than setting a specific target for students with a reported mental health condition.

Progression - Black students

A58. As we have seen across all lifecycle stages, the small population size of Black students at York makes interpreting the data with confidence challenging. For Progression, this is amplified by the additional challenge of low response rates to the Graduate Outcomes survey, making the small population size even smaller.

A59. At the 95% confidence level, we cannot be confident that this data is a true representation of the population, as the intervals are over 20pp wide. Additionally, only 40.9% of the confidence intervals fell below 0pp (suggesting that in 59.1% of cases, Black students have higher progression rates than White students) and only 20.2% fell below -5pp, suggesting that even when there is a negative gap, it is small.

A60. Therefore, we cannot be confident that this data represents a true difference in progression rates between Black and White students, and therefore we have not included this as an indication of risk.

Progression - Students with a reported disability

A61. The four-year average gap between the progression rates of students with a reported disability and those with no known disability at York is -4.7pp. The four-year average gap for the Sector is -2.2pp and -2.7pp for the Russell Group. For York at the 95% confidence level, the uncertainty distribution does indicate a true negative gap (91.7% of confidence intervals fell below Opp), but less than half of the confidence intervals fell below -5pp (only 46.7%, below the 75% threshold set in the [Methodology](#)). Therefore, we have decided to include this student characteristic within the overall Progression objective, rather than setting a specific target for students who have reported a disability.

Progression - Mature students

A62. The difference in progression rates between Mature and Young students was flagged as a potential indication of risk because of the difference from 2019/20 to 2020/21, which changed the gradient of the trendline. However, the small population size of York's Mature students who have responded to the Graduate Outcome survey means that the gap data in progression rates between Mature and Young students is volatile and difficult to interpret with confidence. This is demonstrated when using the 95% confidence interval:

- a. Only 28.1% of the confidence intervals fell below Opp, suggesting not a true negative gap.
- b. This is the lowest proportion of the uncertainty distribution falling below Opp across all the indications of risk for all student characteristics and lifecycle stages investigated.

A63. As three out of four years of data do not indicate a negative gap and, using the confidence intervals, we cannot assume that this data represents a true negative difference in progression rates between Mature and Young students, we have not included this as an indication of risk.

Summary of Progression

A64. In the Progression lifecycle stage, we have identified two indications of risk, presented as gaps between a represented and an underrepresented group. Despite having larger four-year average gaps than both the Sector and the Russell Group, our investigation into the uncertainty distribution (using the 95% confidence intervals), suggests that we cannot be confident that these are true negative gaps or that if they are true negative gaps, that they represent large gaps. As a result, we have set a general Progression objective to encompass the lifecycle stage as a whole.

Whole Lifecycle

A65. We set a target in our [previous APP, 2020-21 to 2024-25](#) to increase the proportion of students with care experience enrolled at York. To meet this target, we devised a holistic package of support which has been developed to expand across the whole student lifecycle. This support has been cited as an example across the Sector³². As signatories of the [Care Leaver Covenant](#) and recipients of a [NNECL Quality Mark](#), our commitment to the inclusion and success of students with care experience remains evident.

A66. Supporting students who are estranged has been a key area of development for York, commencing with the commitment made through signing the [Stand Alone Pledge](#) in 2019 and more recently through signing of the [Stand Alone Legacy Pledge](#) in March 2024. Our efforts were recognised through a [Stand Alone Pledge Award in 2021](#) for overall excellence (nominated by our students) and a [Stand Alone Pledge Award in 2022](#) for innovation and creativity in supporting the emotional wellbeing of students who are estranged.

A67. Due to the small numbers of students in these student groups and the lack of specific Sector data, direct comparison and quantitative data analysis of individual higher education providers' performance is not available. However, it is well evidenced that students with care experience are some of the least likely to access higher education, are less likely to continue, complete and be awarded a 'good degree', and are more likely to experience unique challenges during progression from higher education³³. Although less research is available for students who are estranged, the existing evidence indicates that they are also likely to experience multiple challenges across their whole student lifecycle³⁴. The national [Equality of Opportunity Risk Register](#) highlights that students with care experience are likely to experience all of the risks to equality of opportunity at a sector-level and that students who are estranged are likely to experience a notable number of them. Our student consultation corroborated the national findings in our local context.

A68. Considering the compelling evidence and efforts already taken at York to develop a holistic support package for students with care experience and students who are estranged, we are reaffirming our commitment. Our objective is to ensure consistent and effective support for students with care experience and students who are estranged throughout the entire student lifecycle.

³² [Principles to guide higher education providers on improving care leavers access and participation in HE - GOV.UK, Examples - Office for Students](#) and [The independent review of children's social care – Final report - GOV.UK](#)

³³ [Care experienced students and looked after children - Office for Students, The Care-Experienced Graduates' Decision-Making, Choices and Destinations Project : Phase one report, The Care-Experienced Graduates' Decision-Making, Choices and Destinations Project: Phase Two Report](#)

³⁴ [Estranged students - Office for Students](#)

- A69. Despite having diverse backgrounds, students with care experience and students who are estranged often share a commonality in experience. Around 19% of students who are estranged also have care experience³⁵. Following focus groups with our students with care experience and students who are estranged at York, we refer to this entire student community as 'Independent Students', reflecting their self-identification and fostering a sense of belonging. This explains why both groups are included in a single objective.
- A70. There is a lack of reliable, publicly available data for these student groups upon which this objective could be monitored numerically. However, we recognise the imperative need to demonstrate the impact of this support and will do this through the provision of evaluation, which will be publicly available (see [Intervention Strategies](#) and [Evaluation of the Plan](#)).
- A71. Additionally, we have identified the need to improve our internal datasets to effectively monitor students with care experience and students who are estranged across the whole student lifecycle. We are committed to enhancing our data quality, to facilitate more effective internal monitoring towards our objective, in tandem with the forthcoming evaluation.

Small n Data

- A72. Where possible, we have disaggregated ethnicity and disability categories into smaller groupings. In some cases, this has resulted in groups with very small population sizes and the majority of the data suppressed. This section includes these characteristics, whilst recognising the limitations of the data.
- A73. Where numbers were too small to follow the [Methodology](#), we instead used aggregate year data to understand any differences in student outcomes. We considered the aggregated year data across 2 and 4 years for each small student group (AGG2Y and AGG4Y respectively). The numbers in these groups were so small that some data points remained suppressed even with this approach.

Students with Multiple Impairments

- A74. The student population size for this student group was so small that the 2-year aggregate data in Continuation was also suppressed. We have conducted analysis on the data that was available. Across all lifecycle stages, except Progression, any differences in outcome measures for this student group were small, and at the Awarding lifecycle stage, students with multiple impairments had better outcomes than students with no known disability.
- A75. For both the two and four-year aggregates, York performed in line with the Sector in Access, Continuation and Completion; in each instance, the York data point was within 1pp of the Sector data point. In the Awarding lifecycle stage, York had better outcomes than the Sector in both time measures (4.5pp vs -0.2pp (AGG4Y) and 4pp vs -0.2pp (AGG2Y), respectively).
- A76. In the Progression lifecycle stage, there is a large but lessening gap at York (-8.6pp (AGG4Y), -6pp (AGG2Y)). In comparison, the two and four-year aggregate data points for the Sector remain consistent at -2.2pp. The uncertainty distribution for the York data points is very large and therefore we cannot be sufficiently confident in the data for students with multiple disabilities at the Progression lifecycle stage to classify this as an indication of risk. In addition, the trend of this data is similar to the trend for students with a reported disability, and therefore this will be monitored through the associated Progression objective.

Students with a reported social or communication condition

- A77. Across all lifecycle stages, except Awarding, any differences in outcome measures for this student group were small, and at the Progression lifecycle stage, students with a reported social or communication condition had better outcomes than students with no known disability. For both the two and four-year aggregates, York performed in line with the Sector in Access, Continuation and Completion; in each instance, the York data point was within 2pp of the Sector data point. In the Progression lifecycle stages, York had better outcomes than the Sector in both time measures (1pp vs -12.6pp (AGG4Y) and 2.4pp vs -12.2pp (AGG2Y), respectively).
- A78. In the Awarding lifecycle stage, there is a large but lessening gap at York (-8.5pp (AGG4Y), -4.1 (AGG2Y)). In comparison, the Sector four-year aggregate awarding gap is smaller (-5.2pp) but the two-year aggregate gap is similar (-3.8pp). The uncertainty distribution for the York data points is very large and therefore we cannot be sufficiently confident in the data for students with a reported social or communication condition at the Awarding lifecycle stage to classify this as an indication of risk. In addition, the difference in outcomes for students with a reported social or communication condition is much smaller than for other student groups in the Awarding lifecycle stage. We will monitor this group to ensure that the gap continues to reduce.

Other Ethnicities

- A79. The student population size for this student group was so small that the 2-year aggregate data in Completion and Progression were also suppressed. We have conducted analysis on the data that was available. Across all lifecycle stages, except Awarding, any differences in outcome measures for this student group were small, and at the Progression lifecycle stage, Other Ethnicity students had better outcomes than White students.
- A80. For both the two and four-year aggregates, York performed in line with the Sector in Access and Continuation; the York data point was within 2pp of the Sector data point. In the Completion and Progression lifecycle stages, York had better outcomes than the Sector for both time measures:

³⁵ [Focus on access and retention. Risks for students who are estranged or disowned by their family](#)

- a. Completion - York: -1.4pp (AGG4Y) versus Sector: -4.5pp (AGG4Y)
- b. Progression - York: 0.2pp (AGG4Y) versus Sector: -3.6pp (AGG4Y)

A81. In the Awarding lifecycle stage, there is a large but lessening gap at York (-20.9pp (AGG4Y), -9.7pp (AGG2Y)). In comparison, the Sector four-year aggregate awarding gap is smaller (-11.1pp) but the two-year aggregate gap is similar (-9.9pp). Due to the suppression and the volatility of the data, the uncertainty distribution for the York data points is very large and therefore we cannot be sufficiently confident in the data for Other Ethnicity students at the Awarding lifecycle stage to classify this as an indication of risk. We will continue to monitor this group to ensure that the gap continues to reduce.

Associations Between Characteristics of Students (ABCS 2021) Measure

A82. The Associations Between Characteristics of Students ([ABCS 2021](#)) Measure models the outcomes of intersectional student groups. By definition, ABCS quintiles 1 and 5 represent the intersectional student groups expected to have the worst and best outcomes in each lifecycle stage, respectively. Therefore, to best assess York's performance, we conducted an alternative analysis for ABCS. Instead of a gap analysis between ABCS quintiles 1 and 5 (which by design are the largest), we considered ABCS quintile 1 student outcomes at York in comparison to the modelled outcome rates and the Sector performance (see [Table A6](#)).³⁶

Table A6: ABCS Quintile 1 performance at York compared to the Sector and the Model

Lifecycle Stage	York Performance (6 Year Average)	Sector Performance (6 Year Average)	ABCS Quintile 1 Model Outcome rate
Access	5.9%	7.7%	8.3%
Continuation	88.4%	81.9%	68.2%
Completion	82.5%	73.5%	72.9%
Progression	71.0%	61.4%	59.4%

A83. York has a smaller percentage of enrolled ABCS quintile 1 students than the Sector and the expected amount in the Model. However, this difference is much smaller than the identified indications of risk at the [Access](#) lifecycle stage. Additionally, ABCS Quintile 1 includes all GRTSB students, and we have included this group in our ethnicity objective for Access.

A84. The Continuation, Completion and Progression outcome rates for ABCS quintile 1 students at York are above both the Sector and the Model, in some cases by over 10 percentage points. As the outcome rates are so different, it appears the intersectional model used in the ABCS measure is not the most appropriate tool to understand risks to equality of opportunity in these lifecycle stages for York's context. Therefore, we have not included the ABCS measure in our objectives for Continuation, Completion and Progression.

Intersectionality

A85. We reviewed the intersections of ethnicity and sex with IMD quintiles across all lifecycle stages using the intersectional data available in the OfS dashboard. The intersections of ethnicity and sex with POLAR quintiles were also reviewed for the Access lifecycle stage. In this section, we have included commentary for data which indicated large differences in outcomes (indications of risk). Where the data did not show large differences in outcomes, they have not been included in this section.

A86. We disaggregated student groups as much as possible in our assessment of performance, but the intersectional categories are aggregated; the available OfS categories are IMD Q12, POLAR4 Q12 and ABMO for ethnicity (hereafter referred to as BAME³⁷). Therefore, in addition to reviewing the intersectional categories, we have also reviewed the aggregated non-intersectional categories (IMD Q12, POLAR4 Q12 and ABMO) which were not included in this assessment of performance so far. This is to allow direct comparison with the intersectional categories' outcome data.

A87. In the [Access](#) lifecycle stage, for our disaggregated non-intersectional data, we identified indications of risk for IMD Q1 students, Asian students and Black students (see [Table 1](#)). The aggregated non-intersectional data also showed differences in enrolment rates between York and the Sector (IMD Q12 -19.6pp, BAME -18.4pp, six-year average). The percentage of the intersectional group of BAME students from IMD Q1 or Q2 at York was still below the Sector but was more in line than the aggregated non-intersectional data (-15.2pp six-year average).

A88. There are indications of risks for the disaggregated non-intersectional categories of IMD Q1, Asian and Black students at York, and as a result, it follows that there would be a similar trend in the intersectional Access data. Although York has larger gaps than the Sector for this intersectional group, the difference is less than for the aggregated non-intersectional groups. Therefore, this is not necessarily an indication of risk for the

³⁶ Awarding is not included within the ABCS model.

³⁷ The OfS aggregated ethnicity category is 'ABMO' (Asian, Black, Mixed ethnicity and Other ethnicity), but we are using the more commonly used and understood acronym BAME (Black, Asian, and Minority Ethnic) for this group.

intersectional group, but rather the combination of two indications of risk in one student grouping (BAME IMDQ12). Due to this, and because the size of the intersectional group is small, the difference in Access rates between York and the Sector is not being considered an indication of risk. Interventions that target any of these groups will be evaluated and monitored with an intersectional focus to understand York's future performance concerning this intersection.

- A89. In the Continuation and Completion lifecycle stages, the intersectional analysis found similar trends as the assessment of performance for the individual student characteristics. As a result, the Continuation and Completion objectives (see Table 3) reflect the importance of considering intersectionality when targeting any student group.
- A90. In the Awarding lifecycle stage, for our disaggregated non-intersectional data, we identified indications of risk for IMD Q1 students, Black students and Asian students (see Table 1). Table A7 shows the six-year average and the most recent data of:
 - a. the gap between the aggregated non-intersectional categories IMD Q12 and IMD Q345
 - b. the gap between the intersectional categories BAME IMD Q12 students and BAME IMD Q345 students
 - c. the gap between the aggregated non-intersectional categories BAME and White
 - d. the gap between the intersectional categories BAME IMD Q12 students and White IMD Q12 students

In the equivalent aggregated non-intersectional and intersectional cases, the six-year average gap is better for the intersectional data, but the gap is larger for the most recent data.

Table A7: Intersectional awarding gap data for IMD and Ethnicity

Aggregated non-Intersectional Category	Average Gap across 6 years	Most Recent Data	Intersectional Category	Average Gap across 6 years	Most Recent Data
IMD12/345	-7.7pp	-11.6pp	BAME (IMD12/345)	-5.3pp	-16.4pp
BAME/White	-8.5pp	-9.8pp	IMD12 (BAME/White)	-6.7pp	-13.7pp

- A91. The difference between the six-year average and most recent data demonstrates the volatility of the data for these small intersectional student groups. When considering the uncertainty distribution, neither the gaps between BAME students from IMD Q12 or IMD Q345 nor IMD Q12 students who are White or BAME meet the 75% below 0pp threshold set in the Methodology to identify an indication of risk, and therefore we cannot be sufficiently confident in the data to say there is an indication of risk for either intersection. As there are objectives set for these disaggregated non-intersectional groups (IMD Q1 students, Black students, and Asian students - see Table 3) in the Awarding stage, the intersectionality of students is included in the objectives and will be monitored and evaluated.
- A92. In the Progression lifecycle stage there is no overlap between the available intersectional data and the indications of risk for the disaggregated non-intersectional data. The aggregated non-intersectional data showed small, but widening, progression rate differences between IMD Q12 and IMD Q345 students (-2.1pp four-year average). When the differences in Progression for IMDQ12 and Q345 are considered for BAME students, there is a similar four-year average (-2.0pp) but a steep negative trend and a large gap in the most recent year (-6.3pp in 2020/21). However, the low response rates for the Graduate Outcome survey disaggregated by non-intersectional characteristics already caused challenges with volatility and small sample sizes, which was exacerbated for the intersectional categories. This difficulty in interpreting the data with confidence is also demonstrated in the wide uncertainty distributions.
- A93. In addition to reviewing the OfS intersectional characteristics at each lifecycle stage, we conducted a further exploration of York's internal intersectional Awarding data (the lifecycle stage with our largest indications of risk). This also enabled us to explore intersections between three characteristics which are not available in the OfS data, such as for White, working-class men, who are often highlighted as a group facing risks to equality of opportunity in the Sector³⁸.
- A94. The internal review of the intersections between sex, ethnicity and IMD characteristics found that the differences in awarding rates between White working-class (IMD Q1) male and female students is in line with the differences between male and female students generally.
- A95. Overall, the internal review found the intersections with the largest average gaps were between student groups which have already been identified as indications of risk. For example, Young and Mature students have the largest non-intersectional average award gap, and we also see large intersectional award gaps for Mature BAME students and Mature IMD Q1 students. As we also see large awarding gaps for BAME and IMDQ1 students, this finding is not necessarily an indication of risk for the intersectional group, but rather the combination of two indications of risk in these intersectional student groups. Therefore, as part of the objectives to decrease awarding gaps, we will monitor these intersections.

³⁸ [OfS Briefing: White British males from low socioeconomic status backgrounds](#)

ANNEX B: RATIONALE, ASSUMPTIONS AND EVIDENCE FOR INTERVENTION STRATEGIES

Intervention Strategy 1: Access

Activity	Rationale and Context	External Evidence Base
<p>Multi-intervention widening access programmes Including Shine, Next Step York and YorJourney, Realising Opportunities, Black Access</p>	<p>We adhere to the principle of sustained programmes of multiple interventions having more impact than one-off encounters in widening access to high tariff and research-intensive universities. We identify pre- and post-16 cohorts through careful school and area targeting and work with the same cohort over multiple years. We blend online, in-school and on-campus interventions together, allowing participants to build social and cultural capital throughout the programme increasing the likelihood of their being able to imagine their future selves in a higher education context. We supplement this work with increased visibility in the school, seeking to combat any cohort selection bias and developing a reciprocal relationship with our school partners. We engage school staff in our programmes in both iterative programme design and information and advice provision.</p> <p>We employ a student team who support the design and delivery of our programmes, and feature as part of all our events to provide participants with ongoing role models and mentors. This builds on the evidence around appealing to the heart and the head (positive feelings about university) and the importance of role models.</p> <p>In light of the most recent evidence reviewed by TASO, our evaluation will seek to improve sector-wide understanding of which activities carry the greatest impact (or, in fact, whether the nature of it is multiple interventions combined that has the impact) and to strengthen the understanding of impact on enrolments (particularly of pre-16 programmes) alongside attitudinal and knowledge gains.</p> <p>Our existing internal evaluations demonstrate links between our programmes and outcomes. Our qualitative evaluation with schools continues to demonstrate the impact and provide further evidence supporting the rationale behind these programmes.</p>	<ul style="list-style-type: none"> • Robinson D & Salvestrini V (2020) The impact of interventions for widening access to higher education. A review of the evidence TASO • TASO (2023) Summary report: Evaluating multi-intervention outreach and mentoring programmes • Bainham K (2019) The impacts and benefits of employing a progressive and sustained approach to outreach programmes for universities: a case study – the Progress to Success framework • Anthony A (2019) ‘What works’ and ‘what makes sense’ in Widening Participation: an investigation into the potential of university-led outreach to raise attainment in schools • Behavioural Insights Team (2015) Behavioural insights and the Somerset Challenge • Kozman E & Hume S (2018) The power of role models for white working-class boys
<p>Realising Opportunities</p>	<p>Realising Opportunities has a robust evaluation framework which provides evidence for the success of the partnership. This evaluation is based on a mixture of qualitative and quantitative methods and evidence from students, teachers, parents, HEIS, the national pupil database and UCAS.</p>	<ul style="list-style-type: none"> • Realising Opportunities: Theory of Change 2023/24 • Realising Opportunities: Independent Evaluation Report 2019 • Martin P (2024) Do participants in widening participation outreach programmes in England progress to selective universities at a higher rate than would otherwise be expected? British Educational Research Journal, 00, 1–21.

<p>Black Access and Aspire Together (and the importance of student teams)</p>	<p>Following on from evidence that recommends tailored approaches to widening access, and in recognition of the small number of students from Black backgrounds enrolled at York, we held focus groups and interviews with current students and recent graduates to understand the experience of Black students at York.</p> <p>Our programme participants told us that our existing programmes were not providing the honest and raw conversations they desperately needed, they did not prepare them to succeed at York or help them to make informed decisions for their future. As Vanessa explains (p.28, Impact Report 2021), Black Access was a direct result of the evidence we gathered internally. As such, Black Access emphasises the importance of role models, student-led content, student communities and informed decision making. Soul, a founding Black Access member, explains more in our Social Mobility Pledge report (p.26) and Hannah, in our Impact Report 2021 (p.12).</p> <p>Following this approach, we took a similar approach to deliver outreach to support widening access for South Asian young people. Aspire Together seeks to gain an understanding of the experiences of South Asian young people living locally. In this case, the input of families and supporters has been highlighted as important to consider based on conversations with our own staff, students, and teachers from South Asian communities. Related research also highlights the importance of seeking to challenge stereotypes and understand the impact of stereotypes on the lived experiences of young people.</p>	<ul style="list-style-type: none"> • Sanders, M, Burgess, S, Chande R, Dilnot C, Kozman E, Macmillan L, (2018) Role models, mentoring and university applications – evidence from a crossover randomised controlled trial in the United Kingdom. Widening Participation and Lifelong Learning. 20. 57-80 • Archer L & Hutchings M (2000) 'Bettering Yourself'? Discourses of Risk, Cost and Benefit in Ethnically Diverse, Young Working-Class Non-Participants' Constructions of Higher Education. British Journal of Sociology of Education, 21(4), 555–574 • Austin M & Hatt S (2005) The Messengers are the Message: A Study of the Effects of Employing Higher Education Student Ambassadors to Work with School Students • Slack K, Mangan J, Hughes A, & Davies P (2014) 'Hot', 'cold' and 'warm' information and higher education decision-making • Reay D, Davies J, David M, & Ball S.J (2001) Choices of Degree or Degrees of Choice? Class, 'Race' and the Higher Education Choice Process. Sociology, 35(4), 855–874 • Maylor U (2009) 'They do not relate to Black people like us': Black teachers as role models for Black pupils. Journal of Education Policy, 24(1), 1–21 • Ghaffar F & Stevenson J (2018) British Pakistani and Bangladeshi women, higher education and defensive othering. Widening Participation and Lifelong Learning, 20 (3), 50-67 • Crozier G & Davies J (2006) Family Matters: A Discussion of the Bangladeshi and Pakistani Extended Family and Community in Supporting the Children's Education. The Sociological Review, 54(4), 678-695
<p>York Traveller Trust</p>	<p>The focus of our work with the Traveller Trust is on transition from primary to secondary school and return to learning at Level 2 to open opportunity to Level 3 learning. This is in recognition of the varied and non-traditional progression through education for Gypsy and Traveller communities. This work is also important considering the representation of Gypsy and Traveller communities in York.</p>	<ul style="list-style-type: none"> • Mulcahy E, Baars S, Bowen-Viner K & Menzies L (2017) The underrepresentation of Gypsy, Roma and Traveller pupils in higher education: A report on barriers from early years to secondary and beyond. KCL • Office for National Statistics (ONS) Gypsies' and Travellers' lived experiences, education and employment, England and Wales: 2022 • Brassington L (2022) Gypsies, Roma and Travellers: The ethnic minorities most excluded from UK education. Higher Education Policy Institute • City of York council (2013-2018) The York Gypsy, Roma and Traveller Strategy

AchieveHE	<p>AchieveHE adds value to our multi-intervention programme by supporting the specific needs of people with care experience in a tailored way and at an individual level. We focus on providing a bespoke information and guidance service, and a support network while working to upskill existing support networks. Further to this, we work to challenge narratives around the success of people with care experience. We work across the lifecycle, ensuring this approach is matched at every stage of the student journey.</p>	<ul style="list-style-type: none"> • Harrison N (2017) MOVING ON UP: Pathways of care leavers and care-experienced students into and through higher education • Styrnol M, Matic J & Hume S (2021) Evidence review: Supporting access and student success for learners with experience of children's social care. TASO • Young F & Lilley D (2023) Breaking the Care Ceiling: How many care leavers go to university? Civitas
IntoUniversity	<p>IntoUniversity model and approach principles:</p> <ul style="list-style-type: none"> • Local and national • Place-based interventions reaching social mobility cold spots. • Long-term neighbourhood partnerships • Evidence-based • Early and sustained multi-intervention. • All talents, all abilities nurtured 	<ul style="list-style-type: none"> • IntoUniversity Impact Report 2023 • Afterschool Programs Make a Difference: Findings From the Harvard Family Research Project (2008) • IntoUniversity uses positive behaviour management practices, oracy and metacognition, that have a strong evidence base supported by the Education Endowment Foundation.
The Place	<p>Whilst the City of York as a whole is one of the least deprived areas in the country, six areas of York (with approximately 9,500 people) are within the most deprived 20% of all areas in England, based on Index of Multiple Deprivation 2019 (IMD Quintile 1). Pupils eligible for pupil premium in York are also less likely to meet expected educational attainment outcomes than pupils eligible nationally and the gap between those eligible and those not eligible in York has widened since the COVID-19 pandemic. Therefore, we have placed great emphasis on raising attainment with communities and partners in some of the most disadvantaged areas (IMDQ1 and Q2).</p> <p>The Place builds on the impact of success demonstrated by IntoUniversity and the evidence provided above. Further to this, The Place expands on evidence that interventions have been focused on the most deprived areas, which leaves areas like York at a 'double disadvantage'.</p> <p>Many of the activities delivered by The Place are provided with consideration of research on the impact of social, cultural, and institutional capital on social mobility. The principles that underpin The Place are close to those described in research around relational education practice and youth work. The grounding for this work is based on evidence on the factors that influence attainment gaps.</p>	<ul style="list-style-type: none"> • Children, Culture and Communities Scrutiny Committee Report: Attainment Gap January 2024 • The Bridge Group (2019) The influence of place: Geographical isolation and progression to higher education • Hamilton A, Morgan S, Murphy B & Harland K (2024) Taking Boys Seriously: a participatory action research initiative demonstrating the transformative potential of relational education • ImpactEd (2024) Understanding Attendance: Findings on the drivers of pupil absence from over 30,000 young people in England • The Education Endowment Foundation (2018) Closing the attainment gap • Interventions, supporting transition between phases of education and developing essential life skills (or 'character'). We also follow much of the EEF evidence around metacognition, independence, and self-regulation.
Widening Access Admissions project	<p>In respect of our own analysis of performance and sector evidence and research that draws attention to the different experiences through the admissions journey for Black and Asian applicants compared to White applicants.</p>	<ul style="list-style-type: none"> • Boliver V (2015) Exploring Ethnic Inequalities in Admission to Russell Group Universities

Intervention Strategy 2: Success -Wider Student Experience

Activity	Rationale and Context	External Evidence Base
<p>Student Communities</p>	<p>This intervention aims to build inclusive student communities by providing a range of opportunities for students to be involved in university life, fostering a sense of belonging and increased confidence. Students from underrepresented groups are more likely to face challenges when making the transition to university and are at greater risk of non-continuation and completion.</p> <p>The intervention supports students to make social connections and build networks through a programme of activities and events throughout the year. External evidence indicates the importance of such networks in providing opportunities for peer support, supporting belonging, building confidence and engagement in learning; this is also supported by internal student feedback and research.</p> <p>The intervention also supports transition at the start of university by enabling students to have peer support from a student buddy. There is external evidence to suggest that such peer support is effective.</p> <p>The intervention is co-constructed and enables continuing students who have had a student buddy to receive training to become a paid student buddy themselves and, in doing so, develop confidence and transferable skills that will enhance their progression opportunities.</p>	<ul style="list-style-type: none"> • Blake, S. (et. al.) (2022) Building Belonging in Higher Education (WonkHE / Pearson). • Stenson, A. (et. al.) (2020) ‘The importance of community for engagement in learning’, Forum Magazine, 47, 15-17 (York) • Scottish Framework for Fair Access, Peer Mentoring in HE
<p>Induction and Transition support</p>	<p>This intervention is based on the premise that students from underrepresented groups benefit from support with transition into university. Drawing on work that we have previously undertaken in this area, particularly from students who have engaged with our Step Ahead induction programme, we have a good understanding that many students wish to attend an induction event prior to starting University. Feedback indicates that a high proportion of attendees at Step Ahead reported feeling more confident about starting university and had increased awareness of the support and opportunities provided at university having attended the programme.</p> <p>Building on work that we have undertaken in this area, we are keen to develop it further to key transition points through the student journey, for example, students returning from a Leave of Absence. By attending transition programmes and events, students have an increased sense of belonging and confidence: evidence suggests that they are more likely to continue and complete their studies and be awarded a good degree.</p> <p>Student Partners, who have previously attended our programmes and events, are employed to ensure co-creation and delivery as well as peer support and, importantly, their understanding of what students are experiencing as a result of their own recent experience.</p>	<ul style="list-style-type: none"> • Meehan, C. & Howells, K. (2019) ‘In search of the feeling of ‘belonging’ in higher education: undergraduate students transition into higher education, Journal of Further and Higher Education 10, 1376-1390. • TASO (2021), Supporting Access and Student Success for Mature Learners (Summary Report) • Rowan, A. (2022), Go Higher West Yorkshire: Disabled Learners’ HE Transitions and Student Experiences (Advance HE)

<p>Targeted Advice and Support</p>	<p>This intervention provides targeted information and advice to students. Our dedicated staff contacts for different student groups, for example students with care experience and students who are estranged, disabled students and refugees, provide a point of contact as well as a source of specialist advice and support.</p> <p>The intervention is informed by evidence and feedback that students from specific groups face specific financial difficulties and aims to address this through a range of targeted initiatives and activities.</p> <p>Our Student Money Adviser provides advice on student finances, money management and budgeting alongside the promotion of financial capability and wellbeing.</p> <p>Our Student Communities newsletter informs students about the different ways in which they can become involved in university life, promoting a programme of subsidised activities and events as well as the support available at the University.</p>	<ul style="list-style-type: none"> • BlackBullion (2024), Student Money and Wellbeing 2024 • Sutton Trust (2023), Cost of Living and University Students • Office for Students (2022): Care Experienced students, Effective Practice Advice • Styrnol M, Matic J & Hume S (2021) Evidence review: Supporting access and student success for learners with experience of children's social care. TASO • Office for Students (2020): Estranged Students, Effective Practice Advice • Office for Students (2020): Refugees: Effective Practice Advice
<p>Practical help and support</p>	<p>Research shows that students from some groups, for example refugees, students with care experience, students who are estranged, and commuting students, face specific barriers in accessing and succeeding in higher education.</p> <p>The provision of practical help, in the form of suitcases, bedding and kitchen packs for these students all contribute to them settling into university life, enabling a smoother transition and to invest more time in activities that increase their wellbeing and sense of belonging.</p> <p>The provision of storage facilities for students with care experience and students who are estranged, who are less likely to have the security and support of a family network to store their belongings outside the University calendar means that they are likely to feel more settled and are supported to overcome practical barriers that may impede their progress at university.</p> <p>The provision of subsidised accommodation for commuting students aims to encourage them to become more involved in university life by enabling them to participate in evening activities or social events or be on campus for an early exam or lecture, easing the pressure of commuting.</p> <p>From engagement with, and feedback from students, through focus groups and surveys, we understand some of the financial challenges that many students from underrepresented groups can face throughout their studies and we are keen to develop this area of work further. Financial concerns impact on students' wellbeing and experiences which can contribute to their continuation and completion.</p>	<ul style="list-style-type: none"> • Harrison N (2017) Pathways of Care Leavers and Care-Experienced Students into and Through Higher Education (UWE Bristol / NNECL) • Thomas L (2019) "I am happy just doing the work": Commuter student engagement in the wider higher education experience, Higher Education Quarterly, 74:3, 290-303 • Office for Students (2022): Care Experienced Students, Effective Practice Advice • Office for Students (2020): Estranged Students, Effective Practice Advice • Office for Students (2020): Refugees: Effective Practice Advice

Intervention Strategy 3: Success - Academic

Activity	Rationale and Context	External Evidence Base
<p>Inclusive Curriculum and Pedagogy</p>	<p>Providing a more inclusive curriculum and more inclusive learning, teaching and assessment approaches ensures that the diverse backgrounds, identities, and experiences of our students are represented in their learning experience, leading to an enhanced sense of belonging, engagement, and success. Inclusive practice offers a flexible approach to learning, allowing for engagement in diverse ways, connecting with students' lives and lived experiences. Co-construction with student partners is central to this work allowing for the centring of student perspectives and experiences.</p> <p>This intervention is informed by feedback from students from multiple APP target groups at York indicating a demand for more inclusive curricula and learning, teaching, and assessment approaches, alongside the importance of student partnership in promoting sense of belonging.</p> <p>This intervention builds upon work taking place at York, including the development of an Inclusive Education toolkit of resources which provides guidance to academic departments on developing an inclusive approach to learning, teaching, and assessment.</p>	<ul style="list-style-type: none"> • Advance HE: Inclusive Curriculum Resources • Universities UK (2019) Black, Asian and Minority Ethnic student attainment at UK universities: closing the gap; and (2022) Closing the Gap: Three Years On • TASO (2022) The Impact of Curriculum Reform on the Ethnicity Degree Awarding Gap • TASO (2023) What works to reduce equality gaps for disabled students
<p>Decolonising and Diversifying the Curriculum</p>	<p>This intervention seeks to further develop the University's work on decolonising and diversifying the curriculum to reflect wider global, political, and historical perspectives through critical engagement with the current curriculum. Identifying how marginalised voices, identities and perspectives can be heard to make curricula more inclusive, culturally diverse, and intersectional enables students from APP target groups to feel represented and see themselves in the curriculum, enhancing their sense of belonging, engagement, and academic success.</p> <p>Evidence and feedback from our Black and Asian students have indicated that they do not always see themselves in the curriculum, which negatively impacts their sense of belonging and engagement. This feedback has emphasised the need for change at subject-level, focused on inclusive pedagogies and developing more diverse, representative curricula with a focus on co-construction with student partners.</p> <p>This intervention builds upon existing work at the University, including a Statement of approach-decolonising and diversifying the curriculum, co-constructed by a working group with staff and student representatives and student interns. Co-construction with staff and student partners will be embedded in the ongoing activities.</p>	<ul style="list-style-type: none"> • Arday J & Mirza H (eds) (2018) Dismantling Race in Higher Education: Racism, Whiteness and Decolonising the Academy, Palgrave Macmillan • Arday J, Zoe Belluigi D & Thomas D (2021) 'Attempting to break the chain: reimagining inclusive pedagogy and decolonising the curriculum within the academy', Educational Philosophy and Theory, 53:3, 298-313 • Liyanage M (2020) Miseducation: decolonising curricula, culture and pedagogy in UK universities, HEPI Debate paper, 23, 1-59 • Universities UK, National Union of Students (2019) Black, Asian and Minority Ethnic Student Attainment at UK Universities: #Closingthegap

<p>No Gaps Project</p>	<p>This intervention seeks to further embed reflection and action at department and faculty level on continuation, completion, and award gap data as an integrated part of our annual review process. It will ensure that progress toward closing gaps is monitored at a local level. Departments will draw on central support and resources to understand gaps, plan enhancement activities and benefit from cross-department practice sharing, thereby building the confidence of staff. The intervention reflects the central place of the curriculum and pedagogic practice in students' experience and as potential drivers of gaps, recognising that there can be differences in gaps and their causes at subject level. This intervention builds on existing work to revise the annual review process at York which has already increased the number of departmental actions targeted at reducing gaps. It was further informed by support from TASO to develop a framework to address departmental ethnicity degree awarding gaps. The intervention extends this approach to other lifecycle stages and supports departments to understand and address risks to equality of opportunity in their own context and to work confidently with student partners to co-construct enhancement activities. It is designed to work in tandem with our other academic success interventions (which form options and resources for departments to use).</p>	<ul style="list-style-type: none"> • Hubbard K (2021) Using Data-Driven Approaches to Address Systematic Awarding Gaps • Stoker R (2023) 'Rebuilding the Bicycle: Using data to narrow the awarding gap' • Andrews S. (et. al.) (2023) Approaches to addressing the ethnicity degree awarding gap TASO
<p>Student Led Learning Communities</p>	<p>Evidence indicates that positive peer relationships can enhance students' sense of belonging and development of key academic skills: both areas which influence the retention and success of APP target groups. Paid student partners will be employed to centre student perspectives and co-construct approaches and activities.</p> <p>This intervention has been informed by evidence and feedback from students from numerous APP target groups at York that indicates the importance of work on sense of belonging and building peer networks; and more broadly on developing academic literacies and knowledge to improve confidence and tackle 'imposter syndrome'.</p> <p>This work will build on existing initiatives at York such as Peer Assisted Learning and departmental community coordinators. These activities have been successful: for example, regular attendees at a Peer Assisted Learning activity in a Life Sciences module out-scored peers who did not attend and reported greater confidence (Chong, S. et.al., 2019). The intervention extends this work, supporting a flexible model which will allow our departments to select and build forms of peer-led learning that best suit their disciplinary contexts and help them target department-level APP gaps (thereby linking with our 'No Gaps' intervention).</p>	<ul style="list-style-type: none"> • Blake S (et.al.) (2022) Building Belonging in Higher Education (WookHe / Pearson). • Pedler M (et. al.) (2022) 'A sense of belonging at university: student retention, motivation and enjoyment' Journal of Further and Higher Education, 46:3, 397-408 • Keenan C (et.al.) (2014) Mapping Student-led Peer Learning in the UK • Byl E (et. al.) (2015) 'The potential of peer assisted learning as a tool for facilitating social and academic integration', Journal of Learning Development in Higher Education • Healey M (et. al.) (2014) Engagement through partnership: students as partners in teaching and learning in higher education • Chong S (et.al.) Introduction of Peer Assisted Learning in the Life Sciences, Forum Magazine, Issue 46 (2019), 10-13)

<p>Assessment and Feedback Project</p>	<p>This intervention seeks to review, improve current assessment, and feedback policies and practices at the University, building on existing work in this area, including developing more inclusive approaches. Assessment and feedback practices play a significant role in providing opportunities for learning. Evidence suggests that some assessment and feedback practices can amplify and reproduce inequalities, impacting negatively on outcomes for underrepresented groups. Developing more inclusive approaches, based on a model of 'assessment for inclusion', can improve students' sense of belonging and success. The intervention will further support a project to improve the implementation of Student Support Plans in academic departments.</p> <p>This work draws on evidence and feedback from our disabled students that key areas of focus for York should be on improving the academic experience through inclusive approaches and on Student Support Plans, and more broadly on student feedback around assessment policy and practice.</p> <p>This intervention will be central to York's development of assessment policy, with our Inclusive Education team working closely with our Academic Quality team and relevant senior committees. It builds upon existing work to review and improve assessment and feedback practices at the University, including a Working Group on Inclusive Assessment, which had academic and professional services staff and Student Union membership. It is also informed by the University's participation in a Collaborative Enhancement Project supported and funded by the QAA on Optionality in Assessment.</p>	<ul style="list-style-type: none"> • Ajjawi R, Tai J, Boud D, & Jorre de St Jorre T (Eds.). (2022) Assessment for Inclusion in Higher Education: Promoting Equity and Social Justice in Assessment (1st ed.). Routledge • QAA, 2023: Optionality in Assessment: A cross institutional exploration of the feasibility, practicality, and utility of student choices in assessment in the UK higher education • Bovill C (et. al.) (2021) Student Partnerships in Assessment • QAA (2023) Belonging through assessment: Pipelines of compassion
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Intervention Strategy 4: Progression

Activity	Rationale and Context	External Evidence Base
<p>Coaching</p>	<p>Internal evaluation of the 22/23 pilot programme shows that coaching leads to increased engagement in development and experience-related activities, with key benefits of coaching cited including increased capabilities in mindset, confidence, resilience, problem-solving, self-awareness, networking and translating skillset to the workplace. A shift from perception of “unattainable” to now seeming “possible”, feeling better equipped for uncertainty, and moving from what I “should” do to what I “want” to do. Coaching provided the momentum in development we were hoping for.</p> <p>In our coaching programme for final year students and graduates who are within 12 months of graduation, evidence showed that of the 45 coaches who completed a career coaching evaluation form in 2022/23, 100% said they would recommend the coaching to other final year students or recent graduates and 92.5% said they felt confident or very confident about their ability to secure a positive graduate outcome (e.g. further study or a graduate job) compared to 17% who reported feeling confident or very confident in this at the start of their coaching. See our written and video case studies to get a feel for the difference our career coaching has made.</p> <p>A commissioned research project by the University of York found evidence of an engagement, knowledge and development gap between low socio-economic background students and their counterparts.</p>	<ul style="list-style-type: none"> • Inclusive Futures Impact Report • Bridge Group report: Social mobility and university careers services • KPMG social mobility report 2022 • Yorkshire Universities Conference, Charlie Ball, Graduates and Graduate Labour Market in Yorkshire (Recording 2.23.45 & Slides from 13) • Baker Z (2022) The Care-Experienced Graduates' Decision-Making, Choices and Destinations Project : Phase one report • Smith MS (2023) Employment levels among graduates with disabilities. Luminare • ENGAGE (Enhancing Neurodivergent Graduates' Access to Graduate Employment) project (from slide 52)
<p>York Futures Scholarship (YFS)</p>	<p>York Futures Scholarships are designed to support students in improving their personal and professional development by allowing them to access experiences they would otherwise not be able to afford. Successful students clearly demonstrate the requirement for the funding to access the work-related activity which would otherwise be unattainable, and how it will support their personal and professional development.</p> <p>The impact of York Futures Scholarships is to support equity of access to professional development opportunities, strengthening students' employability, skill set, experience and self-awareness to support positive graduate outcomes. Previous reporting has demonstrated the need for this support to access professional development opportunities with over twice the number of applications for York Futures Scholarships than we have awards available.</p>	<ul style="list-style-type: none"> • University of Leeds Plus Programme Opportunities Fund • University of Sheffield Equal Opportunities in Careers Fund • Lancaster University GROW Your Future Careers Bursary • Baker Z (2022) The Care-Experienced Graduates' Decision-Making, Choices and Destinations Project : Phase one report • Smith MS (2023) Employment levels among graduates with disabilities. Luminare • OFS (2021): Improving opportunity and choice for mature students

<p>On-campus Internships</p>	<p>On-campus internships are disproportionately taken up by students with WP backgrounds.</p> <p>Internships provide paid work at living wage or above and direct experience of professional work environments - supporting students both in the present and future. Access to good quality work experience is key to graduate success. ISE data shows that 72% of employers agreed that graduates who completed an internship arrived with better skills and attitudes than other graduates.</p>	<ul style="list-style-type: none"> • TASO Evidence Toolkit: Work Experience (post-HE) • ISE and Cappfinity Webinar Total Talent vs Early Talent Accelerating with a skills first approach (Youtube video)
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Intervention Strategy 5: Whole Lifecycle

Activity	Rationale and Context	External Evidence Base
<p>Working Together</p>	<p>Research indicates the importance of developing awareness of, and involvement in, APP activity in a whole provider approach, with institutional action foregrounded in sharing of evidence.</p> <p>This intervention seeks to further embed a whole provider approach at York by raising awareness among and providing training to core professional services on APP data and their potential role in addressing identified gaps. This will result in changes to the way processes are designed and delivered to better meet the needs of diverse student groups.</p> <p>Internal evidence and student feedback (from e.g. our Student Expert Panel and Award Gap Research Project) shows that students from APP target groups can face challenges in accessing, and benefiting from, core services. This evidence also indicates that students' interaction with such services - as a key part of the wider student experience - may have an impact on continuation, completion, award, and progression gaps. We are committed to building on our approach to student partnership, with student feedback indicating that this co-construction approach to service improvement is effective.</p>	<ul style="list-style-type: none"> • Thomas L (2017) Access to Success and Social Mobility involves Everyone! A Whole Institution Approach to Widening Participation in Billingham S. (ed.), <i>Access to Success and Social Mobility Through Higher Education: A Curate's Egg?</i> (Emerald Publishing Limited), 209-224 • Maccabe R (2021) A whole provider approach to widening participation: a phenomenographic case study exploring the perceptions and experiences of staff and students working in a widening participation role <i>Widening Participation and Lifelong Learning</i>, 23:1, 5-30

<p>Strategic Student-Led Intervention Fund</p>	<p>This intervention builds on the University's commitment to staff-student partnerships by co-constructing new interventions with students and students' union officers. A range of mechanisms will be used to gather student feedback, including through the Student Expert Panel and broader mechanisms to consult with targeted student groups.</p> <p>Internal evidence and student feedback shows the value of co-constructing with students, working with students to identify specific barriers and solutions, in line with the York risks. Students are experts in their own experience and want to be part of the solutions.</p> <p>Funding will be approved and distributed through a new Disbursement Group, which will be co-chaired with a representative from the Students' Union.</p>	<ul style="list-style-type: none"> • Thomas L (2017) Understanding a whole institution approach to widening participation: Final report (Office for Students). • Axton et al (2024) Preparing for student-staff partnerships: A toolkit for staff (QAA)
<p>Financial Support:</p> <ul style="list-style-type: none"> • York Bursary • Refugee Bursary • Care Leavers and Estranged Students Bursary • Care Leavers Accommodation Subsidy 	<p>Bursaries are non-repayable, non-competitive financial support offered to York students based on household income and particular personal circumstances such as refugee status and experiences of care.</p> <p>Bursaries are widely used across the Sector to reduce financial barriers to succeeding in Higher Education. Research in the sector and internally has demonstrated the value of bursaries in supporting students while studying at university.</p> <p>There is robust evidence to suggest that bursaries have an impact on students' continuation and awarding - either 'levelling the playing field' or increasing rates. This is due to intermediate factors such as part-time work, wellbeing, and sense of belonging.</p> <p>There is also evidence that for small specialist groups (such as those who receive bursaries due to specific personal circumstances) financial support impacts decisions about and access to higher education.</p> <p>Internal Evaluation:</p> <ul style="list-style-type: none"> • Bursaries Research and Impact Report • Bursaries Survey Results 2022 	<ul style="list-style-type: none"> • Harrison N, Davies S, Harris R, & Waller R (2018) Access, participation and capabilities: theorising the contribution of university bursaries to students' well-being, flourishing and success • Chetwynd A & Diggle P (2013); As cited in Hoare T & Lightfoot J (2015) Student funding, student retention and student experiences: perspectives from Bristol • Moores E & Burgess A.P (2022) Financial support differentially aids retention of students from households with lower incomes: a UK case study • Murphy R & Wyness G (2016) Testing Means-Tested Aid • Office for Students (2022) Effective practice advice - Care experienced students and looked after children • Principles to guide higher education providers on improving care leavers access and participation in HE - GOV.UK

GLOSSARY

Term	Definition
Access (Enrolments)	The profile of students entering higher education.
ACORN	A Classification of Residential Neighbourhoods (ACORN) is a commercial dataset for use in higher education and beyond. ACORN is a geodemographic segmentation of the UK's population. ACORN categorises postcodes with similar characteristics together.
Age	Age on entry to higher education - referring to Young students and Mature students
Asian	A disaggregated ethnicity category, which includes: Asian or Asian British - Indian; Asian or Asian British - Pakistani; Asian or Asian British - Bangladeshi; Chinese and Other Asian background.
ABCS	The Associations Between Characteristics of Students (ABCS) measure is a set of analyses that seeks to better understand how outcomes vary for groups of students holding different sets of characteristics. ABCS quintiles are calculated for each lifecycle stage. There are no Awarding ABCS quintiles.
Awarding (Success)	The number of students who were awarded first or upper second-class degrees.
Black	A disaggregated ethnicity category, which includes: Black or Black British - Caribbean; Black or Black British - African and Other Black background
Care Leaver	"The legal definition comes from The Children (Leaving Care) Act 2000 which states that a Care Leaver is someone who has been in the care of the Local Authority for a period of 13 weeks or more spanning their 16th birthday." ³⁹ The 13 weeks do not have to have been all in one go.
Carer	"A young carer is someone aged 25 and under who cares for a friend or family member who, due to illness, disability, a mental health problem or addiction, cannot cope without their support." ⁴⁰ "Young adult carers are young people aged 16-25 who care, unpaid, for a family member or friend with an illness or disability, mental health condition or an addiction." ⁴¹
Cognitive or Learning Condition	A disaggregated disability category, which includes a specific learning difficulty such as dyslexia, dyspraxia, or AD(H)D.
Continuation (Success)	The percentage of first year students who continue their studies after 12 months (full-time and apprenticeship students) or 24 months (part-time students).
Completion (Success)	The percentage of first year students that are in active study or have qualified after four years (full-time and apprenticeship students) or six years (part-time students).
Disability (aggregated)	An aggregated disability category. "Under the Equality Act 2010, a person has a disability if they 'have a physical or mental impairment, and the impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities'. 'Substantial' is defined in the Act as "more than minor or trivial." An impairment is considered to have a longer-term effect if: <ul style="list-style-type: none"> • it has lasted for at least 12 months • it is likely to last for at least 12 months, or • it is likely to last for the rest of the life of the person."⁴² This aggregated disability category includes: Cognitive or Learning Condition; Mental Health Condition; Multiple impairments; Sensory, Medical or Physical Condition and Social or Communication Condition.
Eligible for FSM	Whether or not a student has been eligible to receive Free School Meals (FSM) in the six years prior to the March census date in their final year of key stage four (year 11). This eligibility criteria can be used as an indication of students' disadvantage.
Ethnicity	An aggregated category, which refers to "a large group of people with a shared culture, language, history, set of traditions, etc" ⁴³ , and includes: Asian; Black; Mixed Ethnicity; Other Ethnicity and White.

³⁹ [What is a Care Leaver](#)

⁴⁰ [About Us - Caring as a Young Carer | Carers Trust](#)

⁴¹ [About young adult carers](#)

⁴² [Disabled students](#)

⁴³ [ETHNICITY | English meaning - Cambridge Dictionary](#)

Term	Definition
Equality of Opportunity ⁴⁴	In the context of higher education, it means that individuals are not hampered in accessing and succeeding in higher education as a result of their background or circumstances they cannot fairly influence.
Equality of Opportunity Risk Register (EORR) ⁴⁵	This is the OfS risk register that sets out the greatest sector-wide risks to equality of opportunity in English higher education.
First-in-family	Students whose natural parents, adoptive parents, step-parents or guardians (those who brought them up) do not hold a degree that was completed before the student finished primary school.
Gypsy, Roma, Traveller, Boater, Showmen Community (GRTSB)	<p>“Encompasses a wide range of individuals who may be defined in relation to their ethnicity, heritage, way of life and how they self-identify. This includes:</p> <ul style="list-style-type: none"> • English or Welsh Romany Gypsies • European Roma • Irish Travellers • Scottish Gypsy Travellers • showpeople such as people linked with fairground or circus professions • people living on barges or other boats • people living in settled (bricks and mortar) accommodation • New Age Travellers.”⁴⁶
Indication of Risk ⁴⁷	Refers to a potential impact of a risk to equality of opportunity in relation to higher education, that is visible in data or apparent through other insights.
IMD	The Indices of Multiple Deprivation (IMD) are an English measure of area-level socio-economic deprivation by postcode. It is presented here as five quintiles, where quintile 1 contains the most deprived 20 percent of the English population, and quintile 5 the least deprived 20 percent.
Intervention Strategy ⁴⁸	Activities that the provider plans to deliver to meet a specific objective.
Mature	Students aged 21 and over on entry to higher education.
Mental Health Condition	A disaggregated disability category, which includes a mental health condition, such as depression, schizophrenia, or anxiety disorder
Mixed Ethnicity	A disaggregated ethnicity category, which includes: Mixed - White and Black Caribbean; Mixed - White and Black African; Mixed - White and Asian and Other mixed background
Multiple Impairments	<p>A disaggregated disability category, which includes:</p> <ul style="list-style-type: none"> • Two or more impairments and/or disabling medical conditions • A disability, impairment or medical condition that is not listed in another other disaggregated disability category
Objectives	Explains how aims (provider’s high-level aspirations) will be achieved and should be time bound.
Other Ethnicity	A disaggregated ethnicity category, which includes Arab and Other ethnic background
POLAR4	The Participation of Local Area (POLAR) version 4 measure quantifies how likely young people are to participate in higher education across the UK and is reported by postcode. POLAR4 uses data for young people who entered higher education between the academic years 2009/10 and 2014/15 (aged 18 or 19). Quintile 1 students are those least likely to participate in higher education.
Progression	The number of students progressing to professional or managerial employment, further study or other positive outcomes, 15 months after gaining their qualification.

⁴⁴ [OfS Regulatory Advice 6](#) - Glossary

⁴⁵ [OfS Regulatory Advice 6](#) - Glossary

⁴⁶ [Gypsy, Roma, and Traveller communities - Office for Students](#)

⁴⁷ [OfS Regulatory Advice 6](#) - Glossary

⁴⁸ [OfS Regulatory Advice 6](#) - Glossary

Term	Definition
Refugee	"According to the UN 1951 Refugee Convention, the definition of a refugee is someone who: 'Owing to a well-founded fear of being persecuted for reasons of race, religion, nationality, membership of a particular social group, or political opinion, is outside the country of his nationality, and is unable to or, owing to such fear, is unwilling to avail himself of the protection of that country.'" ⁴⁹
Risk to Equality of Opportunity ⁵⁰	Occurs when the actions or inactions of an individual, organisation or system may reduce another individual's choices about the nature and direction of their life.
Sensory, Medical or Physical Condition	A disaggregated disability category, which includes: <ul style="list-style-type: none"> • A long-standing illness or health condition such as cancer, HIV, diabetes, chronic heart disease, or epilepsy • A physical impairment or mobility issue, such as difficulty using arms or using a wheelchair or crutches • Deaf or a serious hearing impairment • Blind or a serious visual impairment uncorrected by glasses
Sex	Binary categories of male and female. The OfS refers to this as 'gender'.
Social or Communication Condition	A disaggregated disability category, which includes a social/communication impairment such as Asperger's syndrome/other autistic spectrum disorders
Student from military family	"A person whose parent or carer serves in the Regular Armed Forces, or as a Reservist, or has done at any point during the first 25 years of that person's life." ⁵¹
Students with care experience	"Students who have experienced care at any stage of their lives, including those who have been adopted." ⁵²
Students who are estranged	"Have no communicative relationship with either of their living biological parents and often their wider family networks as well." ⁵³
Targets	Show what progress the provider expects to make towards meeting its objectives over the duration of the plan.
TUNDRA	Tracking Underrepresentation by Area (TUNDRA) is another measure of young people's participation in higher education. It is an area-based measure that uses tracking of state-funded mainstream school pupils in England to calculate young participation in higher education. Quintile 1 students are those least likely to participate in higher education.
Underrepresented students	A target group is defined by a student characteristic, or combination of characteristics, that is underrepresented in higher education or has poorer outcomes.
White	A disaggregated ethnicity category, which includes: White; White - Scottish; Irish Traveller; Gypsy or Traveller; White - Other British and Other White background
Young	Students aged below 21 on entry to higher education.

⁴⁹ [Refugees - Office for Students](#)

⁵⁰ [OfS Regulatory Advice 6 - Glossary](#)

⁵¹ [Children from military families - Office for Students](#)

⁵² [Care experienced students and looked after children - Office for Students](#)

⁵³ [Estranged students - Office for Students](#)

Fees, investments and targets

2025-26 to 2028-29

Provider name: University of York

Provider UKPRN: 10007167

Summary of 2025-26 entrant course fees

*course type not listed

Inflation statement:

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

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

Full-time course type:	Additional information:	Sub-contractual UKPRN:	Course fee:
First degree	(non MBBS)	N/A	9250
First degree	Medicine Students MBBS	N/A	9250
Foundation degree	*	N/A	*
Foundation year/Year 0		N/A	9250
HNC/HND	*	N/A	*
CertHE/DipHE	*	N/A	*
Postgraduate ITT		N/A	9250
Accelerated degree	*	N/A	*
Sandwich year	Includes non-Erasmus Year in Industry Abroad	N/A	1850
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 2025-26

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

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

Part-time course type:	Additional information:	Sub-contractual UKPRN:	Course fee:
First degree	*	N/A	*
Foundation degree	*	N/A	*
Foundation year/Year 0	*	N/A	*
HNC/HND	*	N/A	*
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 2025-26

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

Fees, investments and targets

2025-26 to 2028-29

Provider name: University of York

Provider UKPRN: 10007167

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 OIS funding (but excluding Uni Connect), other public funding and funding from other sources such as philanthropic giving and private sector sources and/or partners.

Table 6b - Investment summary

Access and participation plan investment summary (£)	Breakdown	2025-26	2026-27	2027-28	2028-29
Access activity investment (£)	NA	£2,510,000	£2,667,000	£2,757,000	£2,718,000
Financial support (£)	NA	£4,523,000	£4,601,000	£4,680,000	£4,760,000
Research and evaluation (£)	NA	£291,000	£309,000	£322,000	£333,000

Table 6d - Investment estimates

Investment estimate (to the nearest £1,000)	Breakdown	2025-26	2026-27	2027-28	2028-29
Access activity investment	Pre-16 access activities (£)	£680,000	£705,000	£727,000	£746,000
Access activity investment	Post-16 access activities (£)	£1,149,000	£1,191,000	£1,229,000	£1,261,000
Access activity investment	Other access activities (£)	£681,000	£771,000	£801,000	£711,000
Access activity investment	Total access investment (£)	£2,510,000	£2,667,000	£2,757,000	£2,718,000
Access activity investment	<i>Total access investment (as % of HFI)</i>	5.9%	6.4%	6.6%	6.5%
Access activity investment	<i>Total access investment funded from HFI (£)</i>	£1,829,000	£1,896,000	£1,956,000	£2,007,000
Access activity investment	<i>Total access investment from other funding (as specified) (£)</i>	£681,000	£771,000	£801,000	£711,000
Financial support investment	Bursaries and scholarships (£)	£4,398,000	£4,476,000	£4,555,000	£4,635,000
Financial support investment	Fee waivers (£)	£0	£0	£0	£0
Financial support investment	Hardship funds (£)	£125,000	£125,000	£125,000	£125,000
Financial support investment	Total financial support investment (£)	£4,523,000	£4,601,000	£4,680,000	£4,760,000
Financial support investment	<i>Total financial support investment (as % of HFI)</i>	10.7%	11.0%	11.1%	11.3%
Research and evaluation investment	Research and evaluation investment (£)	£291,000	£309,000	£322,000	£333,000
Research and evaluation investment	<i>Research and evaluation investment (as % of HFI)</i>	0.7%	0.7%	0.8%	0.8%

