



2019-20 access and participation plan monitoring

Provider impact report

This impact report summarises the progress made by The University of Sheffield against targets, objectives and written commitments set out in its 2019-20 access and participation plan. This document is a summary of information submitted by the provider to the OfS. This document is a self-report by the provider only and does not indicate any OfS assessment of compliance.

1. Ambition and strategy

The University of Sheffield's ambition and strategy as detailed in the 2019-20 access and participation plan:

The University of Sheffield is a selective institution with a strong track record of attracting and retaining students from under-represented groups in Higher Education (HE). The University has a long standing commitment to widening participation and fair access, not only to its own programmes of study, but also to HE in general. The University has worked altruistically with schools and colleges for decades, to improve achievement of young people within the region and to raise awareness of and aspiration to a range of educational opportunities. This strongly reflects the University's Mission, Vision and Identity.

In [the] Access and Participation Plan for 2019/20 we continue to take a whole student lifecycle approach to widening participation and aim to address the challenges that students from disadvantaged and underrepresented backgrounds continue to face when engaging with Higher Education.

The principles that underpin our widening participation strategy focus on two key and distinctive areas:

Outreach and Civic engagement

Building on the foundations of the University and our lasting commitment to support the people of Sheffield we will work to raise aspirations and attainment across Sheffield and the wider South Yorkshire region.

Widening Participation to the University of Sheffield

Many students from widening participation backgrounds have the academic potential to progress to, and succeed at, selective institutions such as the University of Sheffield but choose not to apply. Through targeted sustained engagement with individual high achievers from WP backgrounds, we will support these learners to make informed decisions throughout their education to give them the confidence and skills to succeed.

Our Key Priority Areas

Access:

- Increasing participation from white males from disadvantaged backgrounds
- Supporting access to Higher Education with alternative qualifications
- Developing vocational routes into Higher Education
- Addressing participation of under-represented genders by disciplinary area

Student Success:

- Addressing the BME attainment gap
- Enhancing support for mature entrants

Progression:

- Supporting progression to postgraduate study by undergraduates with WP characteristics

Addressing our key priority areas

Increasing participation from white males from disadvantaged backgrounds

White males from disadvantaged backgrounds are well represented in our access work across the University and currently make up over 20% of pupils taking part in our sustained widening participation programmes. This measure is based on a combination of ethnicity, gender and meeting one or more proxies for disadvantage (POLAR3 Quintile 1, low IMD and eligibility for free school meals). Since 2016 we have developed our Y7 and Y8 widening participation programme IMPACT (Parent And Child Together) to support the challenges of pupils from disadvantaged backgrounds progressing to both FE and HE. Informed by collaborative research with our Widening Participation Research and Evaluation Unit (WPREU), and working closely with pilot schools identified across the Sheffield City Region, activities began in September 2017 to engage pupils and their parents/guardians through sustained activity to expose them to wider opportunities, within Higher Education and alternative routes.

Supporting access to Higher Education with equivalent qualifications

The University of Sheffield received HEFCE Catalyst funding for a successful project exploring the transition of students with 'equivalent' qualifications (in this case, BTECs), involving close collaboration with local FE providers to develop a range of interventions to support the students with HE preparation and adaptation. In addition to HEFCE-funding, WPREU part-funded a post-doctoral researcher to increase the qualitative research capacity of the project, enabling detailed research to be undertaken with students and academic staff. Findings

suggest, for example, that students progressing with BTECs felt better supported in departments that took an inclusive approach to assessment that recognised a wide range of strengths. Also as part of this project, we evaluated the impact of modules designed to prepare 'non-traditional' students for HE level study, which generated greater understanding of the expectation and experience of mature students and those joining the University with qualifications other than A levels.

Developing vocational routes into Higher Education

We are working within the institution to offer alternative options to young people that open up opportunities for progression to higher level skills and qualifications through to PhD level. An example of this is the continued growth at our Advanced Manufacturing Training Centre (AMRC-TC) which offers a non-traditional route to Higher Education through Advanced and Higher/Degree Level Apprenticeships. Presently, over 550 local apprentices are in training, employed by over 240 employers in the Sheffield City Region. In September 2017, the AMRC-TC saw the first cohort successfully commence to the top-up degree for Mechanical Manufacture. As part of the Apprenticeship students complete a FDEng or BEng or as a stand-alone with a flexible 'step-on, step-off' basis. All programmes are studied whilst in employment. The Training Centre works to widen participation to Degree Apprenticeships through sustained engagement with year 10, 11, 12 and 13 in a number of local schools and organisations including the Sheffield UTC and Prince's Trust. Activity includes; supporting the curriculum delivery of the BTEC level 2 in Engineering to raise attainment and uptake of the BTEC, providing specific skills training – e.g. CAD, developing employability skills and providing careers advice to students who may be considering a range of STEM options. The AMRC-TC is considering the development of further degree apprenticeships over the coming twelve months.

The AMRC Training Centre has developed an aspirational alternative vocational pathway that allows an individual to progress from entering the world of work at 16 on an Advanced Apprenticeship, through to a Post Graduate Engineer Apprenticeship at Level 7.

Increasing participation of under-represented genders by disciplinary area

There are a range of disciplines where either men or women are significantly under-represented. At the University of Sheffield women are under-represented (less than 25% of cohort) in the Departments of Chemistry, Maths and Physics and in the Faculty of Engineering; men are under-represented in the School of Nursing and Midwifery, the Departments Human Communication Sciences, Psychology, Journalism, English and Sociological Studies. While there is some overlap here with the focus on white males from disadvantaged backgrounds, in this priority area it is the gender mix in the discipline not the student background that is the focus. Specific outreach work in faculties seeks to address this under representation.

Contextual Data

Contextual information sets an application in its educational and/or socio-economic context, allowing admissions selectors to consider challenges an applicant has faced in their education and the effect of such challenges on their performance in qualifications.

After the completion of a significant research project in 2011, the University has implemented a contextual data scheme designed to: 1) effectively highlight students from disadvantaged backgrounds, and 2) enable admissions selectors to make informed holistic decisions which consider the challenges an applicant has faced.

As part of the above the University is using a broad range of data which include residence in an area with low participation rates in Higher Education (POLAR3), residence in a deprived neighbourhood (Indices of Multiple Deprivation rankings) and participation in the University's sustained engagement Post-16 outreach programmes.

In addition, the University has an established 'Disrupted Studies' process which allows applicants to let us know if they have experienced issues of a personal, social or domestic nature that have affected their Post 16 studies. This information is then used alongside other contextual data in the selection process.

Pre-entry Disability support

The Disability Champions scheme supports disabled students through the recruitment phase and at induction and orientation through participation in Open Days, information stalls in the Union and also contributing to outreach visits to schools and colleges.

Autism Pre-arrival events: annual 1 or 2 day summer events to prepare applicants on the autism spectrum for university life.

The University employs a disability transitions officer to support prospective and new students, work with individuals, schools and colleges to minimise difficulties at the most vulnerable stage of the student journey, and provide information and advice to prospective students and their families.

2. Self-assessment of targets

The tables that follow provide a self-assessment by The University of Sheffield of progress against the targets approved in its 2019-20 access and participation plan.

Please note the tables contain only a summary of target milestones approved in 2019-20 access and participation plans. Full information can be found in **Table 8a – statistical targets and milestones** and **Table 8b – Other milestones and targets** of The University of Sheffield's 2019-20 [access and participation plan](#).

Any optional commentary provided against the targets is given in [Annex B](#).

Statistical targets and milestones

Reference Number (lifecycle stage)	Description	Baseline year	Baseline data	2018-19 milestone	2019-20 milestone	Units of target	Comparison year	Actual performance in comparison year	Target self-assessment
T16a_01 (Access)	Proposed to remove target as data not available from 2016/17	2013-14	20.7%	N/A	N/A	N/A (see description / commentary)	2019-20		Expected progress
T16a_02 (Access)	Young FT first degree entrants: from low participation neighbourhoods (LPN)	2013-14	8.2%	9.6%	10%	Percentage	2019-20	10.7	Expected progress
T16a_03 (Access)	UK domiciled mature full-time undergraduate entrants, Percentage with no previous HE & from low participation neighbourhood (POLAR3)	2013-14	16.2%	16%	16%	Percentage	2019-20	16.1	Expected progress
T16a_04 (Access)	FT first degree new entrants who have declared a disability	2013-14	7.0%	7.0%	7.0%	Percentage	2019-20	9.9	Expected progress
T16a_05 (Student success)	Young FT first degree entrants: non continuation following year of entry to institution	2013-14	2.4%	2.4%	2.4%	Percentage	2018-19	2.7	Limited progress
T16a_06 (Student success)	Young FT first degree entrants from low participation neighbourhoods: non continuation following year of entry to institution	2013-14	4.3%	4.3%	4.3%	Percentage	2018-19	3.7	Expected progress
T16a_07 (Student success)	Mature FT first degree entrants with no previous HE qualification: non continuation following year of entry to institution	2013-14	6.0%	6.0%	6.0%	Percentage	2018-19	12.8	No progress
T16a_08 (Access)	PGDE Targets - low IMD (based on number of UoS UG progressing to PGCE)	2013-14	10	13	13	Headcount	2019-20	12	Expected progress

T16a_09 (Access)	PGDE Targets - Ethnicity (number)	2011-12	10	13	13	Headcount	2019-20	13	Expected progress
T16a_10 (Access)	Mature PT Undergraduate entrants	2011-12	85	99	99	Headcount	2019-20	40	No progress
T16a_11 (Access)	Year One, first degree Full Person Equivalents: from minority ethnic backgrounds (Black, Asian, Other (including mixed))	2013-14	4.9%	4.9%	4.9%	Percentage	2019-20	19.7	Expected progress
T16a_12 (Progression)	Progression of WP students from UG to PGT study at Sheffield.	2015-16	11.2%	14%	15%	Percentage	2019-20	15.1	Expected progress
T16a_13 (Access)	Total percentage of 'Discover' Post-16 Outreach programme participants progressing to the University of Sheffield	2015-16	19.2%	22%	23%	Percentage	2019-20	18.3	Limited progress
T16a_14 (Access)	Total percentage of 'Discover' Post-16 Outreach programme participants progressing to Higher Education	2015-16	71%	73%	74%	Percentage	2019-20	79.9	Expected progress
T16a_15 (Access)	Percentage of white males from disadvantaged backgrounds registering on sustained Outreach schemes	2015-16	21.7%	24%	25%	Percentage	2019-20	20.6	Limited progress

Other milestones and targets

Reference Number (lifecycle stage)	Description	Baseline year	Baseline data	2018-19 milestone	2019-20 milestone	Units of target	Comparison year	Actual performance in comparison year	Target self-assessment
T16b_01 (Access)	Continue to develop the HEPP partnership. Develop a project to test the effectiveness of longitudinal engagement with schools.	2014-15	Develop a strategy to engage with a number of schools in one sub-region on a collective project.	Consider rolling out to other schools in the sub-region, depending on future funding	Consider rolling out to other schools in the sub-region, depending on future funding	N/A (see description / commentary)	2019-20		Expected progress
T16b_02 (Access)	Continue to develop the HEPP partnership. Develop a project to test the effectiveness of longitudinal engagement with schools.	2014-15	Develop an appropriate strategy to engage with primary schools	Evaluate engagement and activity with target schools, and consider extending the activity, depending on future funding	Consider involving other primary schools, depending on future funding	N/A (see description / commentary)	2019-20		Expected progress
T16b_03 (Access)	Excellence Hub: a partnership between the Universities of Leeds, Sheffield and York which targets high achieving students from currently under-represented groups from across the region to encourage and facilitate progression of the 'most able, least likely' group of students to selective HEIs through subject specific taster events and IAG events, workshops and conferences.	2011-12	800	2150	2200	Headcount	2019-20	781	Limited progress
T16b_04 (Access)	Realising Opportunities Targets for progression of RO participants to a research intensive university	Other (please give details in Description column)	N/A	38%	39%	Percentage	2019-20	52	Expected progress
T16b_05 (Access)	Realising Opportunities Targets for progression of RO participants to an RO Partner university	Other (please give details in Description column)	N/A	25%	25%	Percentage	2019-20	38	Expected progress

T16b_06 (Access)	We will develop more formal partnership arrangements with schools and colleges as well as with Local Authority and other external agencies.	2013-14	1 HE/Schools partnership conference and 2 senior manager networking opportunities.	1 HE/Schools partnership conference and 2 senior manager networking opportunities.	1 HE/Schools partnership conference and 2 senior manager networking opportunities.	N/A (see description / commentary)	2019-20		Limited progress
T16b_07 (Access)	We will expand the number of participants on our successful post-16 sustained engagement programmes. These are intensive programmes that target WP students who have the academic potential to progress to and succeed at research intensive HEIs. These programmes include academic skills development activities to improve attainment at post-16 and to improve preparedness for degree level study in research intensive institutions. Successful completion leads to an alternative offer for admission to the University of Sheffield.	2013-14	500	580	600	Headcount	2019-20	460	Limited progress
T16b_08 (Access)	From 2015/16 we will introduce a pre-16 interdisciplinary intensive programme targeting higher achieving WP students from Y9 to Y11, providing academic skills, development opportunities and confidence building activities alongside a range of subject based optional sessions, to give students a greater understanding of what subjects are available at HE level.	Other (please give details in Description column)	N/A	350	400	Headcount	2019-20	319	Expected progress
T16b_09 (Access)	We will expand our delivery of activities targeting primary school pupils, including 'self-access' web based programmes plus face to face interactive sessions on and off campus. Work in collaboration with the Students' Union and SheffieldVolunteering. Provide trained volunteer classroom mentors in Sheffield primary schools.	2012-13	Web based resources available. Working with 14 schools in Sheffield City Region	Work with 18 schools in Sheffield City Region	Work with 20 schools in Sheffield City Region	Other	2019-20	72	Expected progress

T16b_10 (Access)	We will continue to offer a general programme of HE support for schools and colleges across the Sheffield City region. This programme of support will work with schools and colleges locally to provide IAG to post-16 students, their parents/advisers and teachers, in order that students can make informed choices about whether, and if so where and what to study.	2012-13	Over 100 events - a mixture of small and large scale activities reaching an audience of over 15000 participants	Over 100 events - a mixture of small and large scale activities reaching an audience of over 15000 participants	Over 100 events - a mixture of small and large scale activities reaching an audience of over 15000 participants	N/A (see description / commentary)	2019-20		Limited progress
T16b_11 (Access)	We will expand our successful US in Schools Mentoring programme to schools and colleges using current University of Sheffield Students.	2014-15	70 mentors delivering support to 350 mentees across 12 schools in the Sheffield City region.	Expand scheme to work with 18 schools	Expand scheme to work with 20 schools	Other	2019-20		Limited progress
T16b_12 (Access)	We will continue to use a systematic approach to the use of contextual data in the admissions process, based on good practice within the sector and based on the evidence generated internally at the University of Sheffield with regard to progression and success of students on our degree programmes who were previously admitted on the basis of contextual data being taken into account.	2011-12	Cont Data used in holistic way on university wide basis as an indicator, providing additional background information to applicants	Continue to use contextual data in holistic way on a university wide basis as an indicator, providing additional background information to applicants during selection, and adapt the policy accordingly.	Continue to use contextual data in holistic way on a university wide basis as an indicator, providing additional background information to applicants during selection, and adapt the policy accordingly.	N/A (see description / commentary)	2019-20		Expected progress
T16b_13 (Other/Multiple stages)	We will continue to develop faculty-led WP strategies, linked to L&T strategies, to ensure that pockets of under-representation are identified at department/faculty level, and programmes of activities are developed to redress those issues. Through central teams working collaboratively with academic departments and faculties, we will be able to ensure that activities delivered are appropriately targeted at the most under-represented groups, leading to more effective use of resource, and more effective evaluation of impact.	2012-13	All faculties have developed and embedded WP Plans. Budget allocations c £750k in place to support the delivery.	Continue to develop Faculty plans to underpin the University's widening participation strategy with specific focus on under-represented groups within subject disciplines.	Continue to develop Faculty plans to underpin the University's widening participation strategy with specific focus on under-represented groups within subject disciplines.	N/A (see description / commentary)	2019-20		Expected progress

T16b_14 (Student success)	(WPREU) WP Research and Evaluation Unit - Evaluate and research student support and progression activities	2012-13	N/A	Continue to develop and implement an evaluation framework and toolkit for monitoring and evaluating student support and progression activities (academic, financial, and pastoral) for key WP groups.	Continue to develop and implement an evaluation framework and toolkit for monitoring and evaluating student support and progression activities (academic, financial, and pastoral) for key WP groups.	N/A (see description / commentary)	2019-20		Limited progress
T16b_15 (Access)	(WPREU) WP Research and Evaluation Unit - Continue to develop the evaluation and research of the University's WP outreach activities.	2012-13	N/A	Continue to develop a toolkit and framework to support the consistent evaluation of, and research into, the University's WP outreach activities. Continue to develop and implement effective mechanisms for the review and response to research and evaluation outcomes and for the sharing of good practice both internally and externally.	Continue to develop a toolkit and framework to support the consistent evaluation of, and research into, the University's WP outreach activities. Continue to develop and implement effective mechanisms for the review and response to research and evaluation outcomes and for the sharing of good practice both internally and externally.	N/A (see description / commentary)	2019-20		Limited progress
T16b_16 (Other/Multiple stages)	(WPREU) WP Research and Evaluation Unit - continue to annually review the impact of the University's financial support package on the student experience.	Other (please give details in Description column)	N/A	Continue to develop research and evaluation activities exploring the impact of the University's financial support package with the aim of developing further understanding of how financial issues impact on the student experience.	Continue to develop research and evaluation activities exploring the impact of the University's financial support package with the aim of developing further understanding of how financial issues impact on the student experience.	N/A (see description / commentary)	2019-20		Limited progress
T16b_17 (Other/Multiple stages)	(WPREU) WP Research and Evaluation Unit - Support and deliver the Sheffield Student 2013 tracking project.	2012-13	N/A	End of project and publication of academic papers / monograph	N/A	N/A (see description / commentary)	2019-20		Expected progress

T16b_18 (Other/Multiple stages)	(WPREU) WP Research and Evaluation Unit - Deliver institution specific research to support the development of a solid evidence base to underpin strategic, policy and practice decision making.	2012-13	N/A	Continue to develop and deliver a wide range of long and short term insitution focussed research projects covering all stages of the student journey from outreach to progression. Outcomes will support strategic, policy and practice decision-making. Some outcomes, where relevant, should be disseminated externally.	Continue to develop and deliver a wide range of long and short term insitution focussed research projects covering all stages of the student journey from outreach to progression. Outcomes will support strategic, policy and practice decision-making. Some outcomes, where relevant, should be disseminated externally.	N/A (see description / commentary)	2019-20		Expected progress
T16b_19 (Other/Multiple stages)	(WPREU) WP Research and Evaluation Unit - Continue to foster links between academic, managerial and practitioner staff to ensure that both the University's WP practice and academic research have the opportunity to inform each other.	2015-16	N/A	Provide a range of opportunities (e.g. forums, seminars, round-tables and other activities) for academic researchers and WP practitioners to engage with each other to share ideas and the latest thinking. This should enable to University's practice to be informed by the latest research and thinking and research to engage more with practitioners.	Provide a range of opportunities (e.g. forums, seminars, round-tables and other activities) for academic researchers and WP practitioners to engage with each other to share ideas and the latest thinking. This should enable to University's practice to be informed by the latest research and thinking and research to engage more with practitioners.	N/A (see description / commentary)	2019-20		Expected progress
T16b_20 (Student success)	Enhanced support for commuter students	2011-12	Support already in place but we envisage higher numbers of students choosing to commute, in order to overcome some financial hurdles.	A minimum of three events targeting commuter students. Activities to include peer mentoring.	A minimum of three events targeting commuter students. Activities to include peer mentoring.	N/A (see description / commentary)	2019-20		Expected progress
T16b_21 (Student success)	Care Leaver support	2011-12	Priority in obtaining year round University owned accommodation.	Ongoing monitoring in order to ensure best practice.	Ongoing monitoring in order to ensure best practice.	N/A (see description / commentary)	2019-20		Expected progress

T16b_22 (Student success)	Additional support for students facing difficulties	2011-12	N/A	Targeted awareness raising towards WP groups at two key transition points: Intro Week and exam periods. Use of printed material, social media and face to face contact to raise awareness of availability of academic, social and well-being support	Targeted awareness raising towards WP groups at two key transition points: Intro Week and exam periods. Use of printed material, social media and face to face contact to raise awareness of availability of academic, social and well-being support	N/A (see description / commentary)	2019-20		Expected progress
T16b_23 (Student success)	Expand our activity for prospective students with disabilities to ensure they are aware of support available, & provide: a peer mentoring scheme; IAG workshops targeting students and families; DSA guidance sessions collaboratively with other HEIs	2011-12	N/A	30 events providing pre-entry and transitions support to groups of between 10 and 100 participants. 1:1 appointments for students with specific learning difficulties on entry to the University.	30 events providing pre-entry and transitions support to groups of between 10 and 100 participants. 1:1 appointments for students with specific learning difficulties on entry to the University.	N/A (see description / commentary)	2019-20		Expected progress
T16b_24 (Access)	We will introduce pre-entry careers activity delivered by careers specialists, primarily targeting post-16 students and their advisers/families, but also working in some cases with pre-16 students. This will include, for example, workshops and talks.	2011-12	Limited activity, mainly targeted at mature learners through Higher Futures activity. Not significant provision due to cessation of funds.	Deliver 15 pre entry outreach workshops/talks targeting 300 students.	Deliver 15 pre entry outreach workshops/talks targeting 300 students.	N/A (see description / commentary)	2019-20		Expected progress
T16b_25 (Progression)	We will introduce targeted careers related workshops and talks, as well as targeted individual careers advice sessions for students from under-represented groups to support their progression to graduate level employment.	2011-12	Limited targeted activity for WP students, mainly focusing on mature learners through the Higher Futures LLLN.	Deliver 20 careers workshops/talks targeting 150 current students. Deliver 100 individual careers advice sessions.	Deliver 20 careers workshops/talks targeting 150 current students. Deliver 100 individual careers advice sessions.	N/A (see description / commentary)	2019-20		Limited progress
T16b_26 (Access)	Continue to develop the new HEPP partnership and ensure that activities delivered through this network support the progression of young people and adults from the Sheffield City Region to HE.	2011-12	HEPP partnership established jointly with University of Sheffield	Continue to develop the HEPP partnership	Continue to develop the HEPP partnership	N/A (see description / commentary)	2019-20		Expected progress
T16b_27 (Access)	Continue to develop the new HEPP partnership and ensure that activities delivered through this network support the progression of young people and adults from the Sheffield City Region to HE.	2011-12	Activity strands and resources developed for young people, adults, teachers and advisers	Develop and maintain activity levels.	Develop and maintain activity levels.	N/A (see description / commentary)	2019-20		Expected progress

T16b_28 (Access)	Continue to develop the HEPP partnership. Identify and develop an appropriate strategy for targeting young people in the Sheffield City-Region and tracking their progress.	2012-13	Preliminary discussions with local authorities to determine the type of information and data that might be shared in order to monitor the participation of target groups in WP activity	Develop and maintain tracking and monitoring systems	Develop and maintain tracking and monitoring systems	N/A (see description / commentary)	2019-20		Expected progress
T16b_29 (Access)	Continue to develop the HEPP partnership. Develop a project to test the effectiveness of longitudinal engagement with schools.	2013-14	Pilot a new project with intensive engagement of 50 learners from Y10, including a summer school.	Consider recruitment of further cohort, depending on the outcomes of evaluation and future funding	Consider recruitment of further cohort, depending on the outcomes of evaluation and future funding	N/A (see description / commentary)	2019-20		Expected progress
T16b_30 (Access)	(WP/REU) WP Research and Evaluation Unit - Collaborate with practitioners to develop new outreach interventions from ground up which are informed by academic and practitioner expertise and latest research evidence.	2016-17	N/A	Develop 1 new intervention activity in collaboration with practitioners following workshop development process. Ensure interventions are underpinned by detailed and appropriate objectives and calibrated evaluation measures. Evaluate outcomes and correlate with attainment and HE progression outcomes. Continue to evaluate and assess previous interventions.	Develop 1 new intervention activity in collaboration with practitioners following workshop development process. Ensure interventions are underpinned by detailed and appropriate objectives and calibrated evaluation measures. Evaluate outcomes and correlate with attainment and HE progression outcomes. Continue to evaluate and assess previous interventions.	N/A (see description / commentary)	2019-20		Expected progress
T16b_31 (Success)	Undertake detailed and robust qualitative research with BAME students in each of the University's Faculties to develop an understanding of student experience factors relevant to attainment outcome differentials. This work will support the development of disciplinary specific interventions, and, in future years, a more detailed comparative investigation of relationship between attainment gaps and disciplinary contexts, with a view to extending the	2016-17	3 Faculties	4 Faculties	5 Faculties	N/A (see description / commentary)	2019-20		Limited progress

	effectiveness and robustness of interventions.								
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3. Investment commitments

3.1. Access and participation investment for the last audited year

Please note that some differences in predicted vs actual spend may be due to reporting differences between academic and financial years.

Financial year	2019-20		
	Predicted spend (£)	Actual spend (£)	Difference (ppt)
Access investment	£3,936,292.00	£3,353,000.00	-15%
Financial Support	£7,591,420.00	£7,069,000.00	-7%

4. Action plan

Where progress was less than expected The University of Sheffield has made the following commitments to increase the rate of progress against their targets.

Reference Number	Steps that will be taken in the future to make expected progress against target
T16a_05	Reducing the percentage difference in non-continuation rates between POLAR4 quintile 5 and quintile 1 students remains a target in our APP 2020-25. Recent data sets show improved progress against these milestones.
T16a_07	As a requirement for approval of APP 2020-25 we have reviewed non continuation for mature students and are proposing an new target focused on closing the gap between young and mature. Recent data (18/19) show progress in this area with the non continuation gap at 8%, down from 10% in the previous year.
T16a_10	Target to be discontinued.
T16a_13	A) introduce a free academic Tutoring platform where participants can seek support with areas of curriculum or revision to support an increase in academic attainment across all Post16 provision. B) introduce new and changed timing of support activity to focus activities around when applicants are making a decision on their offers to help encourage them to have the confidence to accept their place C) develop virtual clinical skills for Medicine and Denistry to try to provide some guided experience of practical skills in place of face-to-face opportunities D) build on the virtual interactive sessions already developed to enhance these opportunities further and embed the innovation and good practice post-covid

T16a_15	<p>A) Working with an increased number of schools with high proportion of WWCB.</p> <p>B) New targeted activity on a National Basis with more emphasis on WWCB at Post 16 through Discover Sheffield (National) to enable work with this cohort in areas outside the city region in addition to our local schemes.</p> <p>C) Undertake a review of our criteria for inclusion in the programmes to broaden the applicants who would be eligible to join the schemes, with the expectation this will improve the proportion of WWCM eligible, and therefore who take part.</p>
T16b_03	A survey is being sent to understand what priorities for delivery schools require post lockdown.
T16b_06	Continue to develop our Advancing Access involvement and capacity to delivery training through this route.
T16b_07	<p>Launch new Discover Sheffield National programme outside of Sheffield City Region to engage with more Post16 learners.</p> <p>Develop a new strand within our Us In Schools Mentoring Programme, previously at Pre 16 level to include a Post16 cohort from Local colleges.</p>
T16b_10	We will continue to work with Hepp/HeppSY to ensure a coordinated approach to our engagements, and expect to reintroduce face-to-face activity when able, as well as a developed programme of virtual activities to build on the innovation seen during the covid restrictions.
T16b_11	This area will form part of our in depth evaluation of our current provision this year to allow us to focus on how best to make expected progress. We will continue to develop our joint approach with our Student's Union Volunteering programme and are considering whether we can also re-focus some mentoring support as part of our WWCB target activity.
T16b_14	The newly formed Impact and Evaluation team will develop and implement a formal evaluation framework and toolkit for monitoring and evaluating the work of all teams across student support services, providing consistency across all teams to enable us to provide better evaluation reporting both internally and externally in the future.
T16b_15	The newly formed Impact and Evaluation team will develop and implement a formal evaluation framework and toolkit for monitoring and evaluating the work of all teams across student support services, providing consistency across all teams to enable us to provide better evaluation reporting in future. This team is also developing an internal commissioning process for future projects which includes implementing effective mechanisms for disseminating research outcomes to the relevant University committees and external networks, and ensuring that recommendations are acted upon.
T16b_16	The newly formed Impact and Evaluation team will resume responsibility for this annual evaluation report in 2021.
T16b_25	We have scaled significantly activity to align careers support with the needs of students from underrepresented groups, as well as launching a MySkills platform and Careers Confidence audit to allow a much more impactful portfolio of services targeted to student's needs.

T16b_31	The remit of WPREU has been repositioned, and the new Impact and Evaluation team will be more internally facing, with increased emphasis on understanding/evaluating 'what works' in a local context; drawing on best practice from the sector; and providing a service to faculties and professional services to help evaluate the impact of access and participation initiatives.
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5. Confirmation

The University of Sheffield confirms that:

Student engagement	
Have you worked with your students to help them complete the access and participation plan monitoring student submission?	
Yes	
Have you engaged with your student body in the design, evaluation, and monitoring of the plan?	
Yes	
Verification and sign off	
The University of Sheffield has confirmed that the information included in this impact report is accurate, that it has been compiled in line with OfS guidance, and that it is being submitted on behalf of the governing body of the provider.	
Yes	
Accountable officer sign off	
Name	Professor Koen Lamberts
Position	President & Vice Chancellor

Annex A: Commentary on progress against targets

The University of Sheffield's commentary where progress against targets was less than expected.

Target reference number: T16a_05
How have you met the commitments in your plan related to this target?
Whilst we have not maintained the 2.4% milestone, we remained within 0.3% which represents a small in year movement and still below the sector benchmark of 3.8%
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
Not in relation to the 2019/20 plan specifically.

Target reference number: T16a_07
How have you met the commitments in your plan related to this target?
Whilst we have delivered against the activities in the plan, a major change to the nature of this cohort has played put during this period (see next) that may account for performance in 2018/19.
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
There has been strong trend from PT to FT since these milestones were originally set and FT numbers have grown from c.150 fte to c.320 fte . The performance reported remains below a sector benchmark of 13.3%

Target reference number: T16a_10
How have you met the commitments in your plan related to this target?
No, due to refocus on full-time programmes.
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
No

Target reference number: T16a_13
How have you met the commitments in your plan related to this target?
Post 16 Outreach participants recruited for programme from target groups Activities designed to support attainment through to University of Sheffield and to remove barriers for applicants in considering a Russell Group University. A lower offer is made to applicants who are also taking part in our schemes.

Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?

Some face to face interaction was prevented due to Covid restrictions. We introduced a breadth of virtual sessions for study skills, subject tasters and revision across all Post16 programmes. This included a summer programme of activities in place of our planned Summer Residentials
Practical sessions for Medicine and Dentistry were not immediately possible due to Covid. These are really effective in helping to encourage applicants during their application process and in having the confidence to accept an offer of study. We were unable to replicate this experience virtually, but introduced the opportunity for these particular participants to access specific advice pages and 1:1 interactions with Tutors to compensate for the loss of face-to-face activity.

Target reference number: T16a_15

How have you met the commitments in your plan related to this target?

We continued to successfully engage with pre-16 cohorts prior to covid lockdown to grow the pipeline for future post-16 activity. Our post 16 activity focus was first to develop our Polar 4 Quintile 1 group, resulting in less than hoped for progress with our WWCB target this year.

Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?

Continued to develop our targeting using school cohort quota of Polar 4 Q1 following the previous pilot year of our IMPACT Programme. This is helping to identify additional schools we can work with to improve against this target.
Covid restrictions have limited the schools interactions but we continue to develop virtual opportunities to mitigate the loss of face-to-face interactions. We have also begun to change our approach, engaging directly with parents and children for invitation purposes as well as with schools.

Target reference number: T16b_03

How have you met the commitments in your plan related to this target?

Commitment and engagement with the Excellence Hub Partnership continues to be strong, although activity was vastly reduced due to covid restrictions. 71 different schools applied (those who attended and those on the waiting list) to take part in Excellence Hub activity in 2019/20 prior to lockdown. We have continued to work towards maintaining a balance between encouraging repeat attendance, whilst also engaging with new schools in order to widen our reach to new students.

Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?

All school Covid lockdown resulted in activity being withdrawn. We have continued to engage as a partnership to remain in touch with schools and to develop likely preferred content for student support post lockdown

Target reference number: T16b_06
How have you met the commitments in your plan related to this target?
Continued and expanded our engagement with the Advancing Access Partnership which supports a wide range of interaction with Teachers and Advisers nationally
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
<p>We have increased our capacity to deliver training to teachers through the suite of Advancing Access resources, using this established brand to help reach a wider audience than our local conference.</p> <p>We joined The Elephant Group, engaging with 11 London Hub schools, 9 Yorkshire and North Hub schools, 8 East Midlands Hub schools. We partnered other HEIs in 2019/20 to deliver 2 teacher CPD sessions to staff from 15 schools.</p>

Target reference number: T16b_07
How have you met the commitments in your plan related to this target?
Our approach has previously been effective in increasing the number of participants and we continued to follow this, however Covid lockdown had a significant impact on applications received for our schemes. We attempted to work with individual school coordinators to increase applications but due to the pressure schools faced the impact was minimal and scheme participations dropped despite previous progress towards this target.
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
<p>Established better and more efficient communications with schools as they have adapted and continue to adapt to WFH through 2020-2021. Increased use of social media to engage directly with students already engaged on the programmes.</p> <p>Programmes still ran despite reduced cohorts with content being adapted for virtual delivery. We also ran additional revision sessions to support attainment.</p>

Target reference number: T16b_10
How have you met the commitments in your plan related to this target?
Yes
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
<p>Due to successful partnership with Hepp and HeppSY (UniConnect), engagement has reduced over recent years to ensure schools were not inundated with requests for interaction. The activities undertaken through the UniConnect programme rather than via our own arrangements are not reported here as they are reported in the monitoring return for the UniConnect programme.</p> <p>COVID-19 also impacted the number of activities we were able to offer schools, however we</p>

did develop a Virtual Schools Hub put together downloadable content for schools on these pages to ensure continued support during the covid restrictions.

Target reference number: T16b_11
How have you met the commitments in your plan related to this target?
We continued to recruit and train mentors throughout the cycle and were able to provide support to 345 students as a result, and despite covid restrictions in place.
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
We increased our mentoring to include a younger audience for prolonged longitudinal support across the breadth of WP portfolio. We also resumed provision at Post 16 with the inclusion of 4 local colleges. The total number of engaged schools and colleges is now at 16. Additional mentoring was also carried out by Sheffield Volunteering via our Student's Union, so is not recorded here. We work with the SU to ensure a joined up approach to this work.

Target reference number: T16b_14
How have you met the commitments in your plan related to this target?
The development and implementation of evaluation toolkits and frameworks is still ongoing.
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
In early 2020, WPREU ran a series of seven evaluation capability building sessions for staff, exploring setting out a Theory of Change, qualitative and quantitative methods, question design, and disseminating outcomes. This was particularly aimed at the Outreach team, but staff from across Academic and Professional Services staff also attended. These sessions allowed us to build capacity across the University for teams to conduct their own evaluation activity.

Target reference number: T16b_15
How have you met the commitments in your plan related to this target?
The development and implementation of evaluation toolkits and frameworks is still ongoing.
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
In early 2020, WPREU ran a series of seven evaluation capability building sessions for staff, exploring setting out a Theory of Change, qualitative and quantitative methods, question design, and disseminating outcomes. This was particularly aimed at the Outreach team, but staff from across Academic and Professional Services staff also attended. These sessions allowed us to build capacity across the University for teams to conduct their own evaluation activity.

Target reference number: T16b_16
How have you met the commitments in your plan related to this target?
The annual WPREU financial review which would normally take place in April 2020 did not take place due to resource constraints, though will be undertaken prior to the end of the academic session 20/21.
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
The University still collects data related to our financial support activities which will be continually available to support future evaluation activities.

Target reference number: T16b_25
How have you met the commitments in your plan related to this target?
We no longer run specific workshops for current students from under-represented groups. Instead we target promotion through our Discover Your Future newsletter to encourage attendance at particularly appropriate central sessions.
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
Specific sessions in 2019-20 were: Freshfields Stephen Lawrence Scholarship Information Session (disadvantaged black, male students) 4th February 2020; Freshfields Stephen Lawrence Scholarship Information Session 11th February 2020; US in Schools CPD session for mentors (predominantly mentors are students from underrepresented groups) 12th February 2020; DLL Your Foundation year, what next? session (mature students) 20th May 2020; So 4 targeted sessions reaching c.190 current students. For one-to-one appointments, there were 46 DYF appointments in 2019-20. This figure would ordinarily be higher but these were affected by the pandemic.

Target reference number: T16b_31
How have you met the commitments in your plan related to this target?
We have not undertaken any new research projects in this area in 19-20, however we continue to use the outcomes of previous research to support the University's Race Equality Steering Group and to provide workshops and one to one support for staff trying to understand attainment gaps and BAME student experiences in their own context, via the Elevate learning and teaching development team and via our own series of workshops and special interest groups supporting staff development.
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
We have not undertaken any new research projects in this area in 19-20, however we continue to use the outcomes of previous research to support the University's Race Equality Steering Group and to provide workshops and one to one support for staff trying to

understand attainment gaps and BAME student experiences in their own context, via the Elevate learning and teaching development team and via our own series of workshops and special interest groups supporting staff development.

Annex B: Optional commentary on targets

The University of Sheffield's commentary on any of the targets listed in [Section 2](#).

Reference Number	Optional commentary
T16a_01	No data available (PI removed)
T16a_02	
T16a_03	
T16a_04	
T16a_05	
T16a_06	
T16a_07	
T16a_08	
T16a_09	
T16a_10	The focus on mature student recruitment is now on full time provision and this target no longer aligns with institutional priorities.
T16a_11	
T16a_12	
T16a_13	
T16a_14	
T16a_15	
T16b_01	The former 'raising aspirations' project informed our realignment in 2018-19 to have a proactive, regional approach to our outreach in th Sheffield City Region. Hepp now pro-actively engages with 99 schools across Sheffield City Region offering all schools involvement in our core offer. Each school is offered two or five engagements per year based upon regional need. Our offer is incremental and longitudinal in that students will experience Hepp engagements each year on a variety of themes and these build on the knowledge gained in the previous year. Hepp had 95% engagement with our target schools in this period. This strategy also includes access to all resources on our online 'HeppHub' with three strands of activity and separate, bespoke resources for each year group Y7-Y11. Regional events to bring networks of schools together locally were also scheduled in this period, although some took place physically many were rescheduled remotely due to the pandemic.

T16b_02	<ul style="list-style-type: none"> • Previous primary provision reviewed and shown to be in need of further development • 2 x primary posts created to develop new provision • 'Future Flyers' created and careers strand piloted with schools primarily in Doncaster, evaluated and some student data collected • Higher Education strand in the pipeline for development • Bookended delivery approach for sustainability • Online only pilot delayed by covid • Contract discussions with Doncaster Opportunity area to deliver FF as part of a wider project in Doncaster 2020/21
T16b_03	In 2019/20 a total of 781 students engaged in a variety of Excellence Hub activity, including subject taster events, university experience days and workshops.
T16b_04	
T16b_05	
T16b_06	We reviewed our approach to schools engagement in 2018-19 and instead of the annual schools conference, have nurtured specific strategic partnerships with schools in other ways during 2019-20.
T16b_07	
T16b_08	1,144 students have now participated in the pre-16 programme (270 in 16/17, 256 in 17/18, 299 in 18/19 and 319 in 19/20)
T16b_09	We engaged with 72 primary schools from within the Sheffield City region.
T16b_10	We have attended 15 Sheffield City Region schools, delivering 17 sessions to 1,067 participants.
T16b_11	71 mentors supported a total of 345 mentees across 15 schools and colleges in the Sheffield City Region.
T16b_12	
T16b_13	Faculty WP plans supporting our sustained engagement programmes as well as subject specific tasterdays/masterclasses are embedded across the University and activity continues to progress well. WPREDU delivered Theory of Change training across the WP Teams to support in house evaluation and progress monitoring within programmes.

<p>T16b_14</p>	<p>In the light of the changes to the University’s approach to Access & Participation Plan for the University, and the new approach being taken by the Office for Students (OfS). The University Executive Board in February 2020, agreed that: An Access & Participation Reporting, Research and Evaluation Group be established to coordinate internal and external evaluation and reporting requirements.</p> <p>The remit of WPREU was to be refocused to be more internally facing, with increased emphasis on understanding/evaluating ‘what works’ in a local context; drawing on best practice from the sector; and providing a service to faculties and professional services to help evaluate the impact of access and participation initiatives.</p> <p>An internal ‘commissioning’ process was to be established. overseen by the Access & Participation Reporting, Research and Evaluation Group, to ensure prioritisation of requests with the delivery against the APP.</p> <p>Due to the coronavirus pandemic, the University has been required to extend the completion of some activities, though as of March 2021, WPREU has been repositioned and a new team formed. The Impact and Evaluation Team has a greater focus on impact, and a new Manager will be appointed shortly and will begin to establish the internal ‘commissioning process’</p>
<p>T16b_15</p>	<p>In the light of the changes to the University’s approach to Access & Participation Plan for the University, and the new approach being taken by the Office for Students (OfS). The University Executive Board in February 2020, agreed that: An Access & Participation Reporting, Research and Evaluation Group be established to coordinate internal and external evaluation and reporting requirements.</p> <p>The remit of WPREU was to be refocused to be more internally facing, with increased emphasis on understanding/evaluating ‘what works’ in a local context; drawing on best practice from the sector; and providing a service to faculties and professional services to help evaluate the impact of access and participation initiatives.</p> <p>An internal ‘commissioning’ process was to be established. overseen by the Access & Participation Reporting, Research and Evaluation Group, to ensure prioritisation of requests with the delivery against the APP.</p> <p>Due to the coronavirus pandemic, the University has been required to extend the completion of some activities, though as of March 2021, WPREU has been repositioned and a new team formed. The Impact and Evaluation Team has a greater focus on impact, and a new Manager will be appointed shortly and will begin to establish the internal ‘commissioning process’</p>

T16b_16	<p>In the light of the changes to the University's approach to Access & Participation Plan for the University, and the new approach being taken by the Office for Students (OfS). The University Executive Board in February 2020, agreed that: An Access & Participation Reporting, Research and Evaluation Group be established to coordinate internal and external evaluation and reporting requirements.</p> <p>The remit of WPREU was to be refocused to be more internally facing, with increased emphasis on understanding/evaluating 'what works' in a local context; drawing on best practice from the sector; and providing a service to faculties and professional services to help evaluate the impact of access and participation initiatives.</p> <p>An internal 'commissioning' process was to be established. overseen by the Access & Participation Reporting, Research and Evaluation Group, to ensure prioritisation of requests with the delivery against the APP.</p> <p>Due to the coronavirus pandemic, the University has been required to extend the completion of some activities, though as of March 2021, WPREU has been repositioned and a new team formed. The Impact and Evaluation Team has a greater focus on impact, and a new Manager will be appointed shortly and will begin to establish the internal 'commissioning process'</p>
T16b_17	
T16b_18	
T16b_19	
T16b_20	
T16b_21	
T16b_22	
T16b_23	
T16b_24	<p>Delivered 30 careers based pre-entry activities involving 3,452 attendees; 4 outreach workshops to sustained programme participants; 4 pre-application and 8 post-application University open days; 12 events supported by our careers service. We also delivered 42 virtual and 4 on campus Taster days during 2019/20.</p>
T16b_25	
T16b_26	<p>Hepp comprehensively reviewed in the last period with a new strategy and staffing structure, this is now fully operational with governance structures in place, a newly appointed and refreshed board with representation from the school and business sectors and the LEP. Working groups with representation from both funding partner institutions.</p>

T16b_27	<p>Hepp now has three clear activity strands for a core offer to all schools in the Sheffield City Region. These are available for all year groups Y7-11. The strands are 'choices and pathways' 'student finance' and 'benefits of higher education'. These are available to be delivered by Hepp in accordance with our core offer dependent on school category according to need, and also available to self deliver via membership of our online 'HeppHub' This period has also seen a realignment of our work with specific underrepresented groups to work with stakeholders and influencers in this area to provide accurate and up to date information about higher education to influencers such as virtual schools and young carer networks. We delivered a conference attended by over 100 delegates nationally via remote means focusing specifically on advising students from a care background or with a disability in this period. Hepp engaged with 19,557 students in this period despite the pandemic. We also delivered our new primary provision to 904 primary school students.</p>
T16b_28	<ul style="list-style-type: none"> • Proactive, incremental, regional school targeting strategy for all schools across the Sheffield City Region according to need (% Free School Meals) • Account management approach • 95% engagement across mainstream secondary schools 2019-20 • Targeted, specific provision for underrepresented groups • Student level data obtained from partner schools and added to HEAT
T16b_29	Project concluded in 2015
T16b_30	
T16b_31	<p>In the light of the changes to the University's approach to Access & Participation Plan for the University, and the new approach being taken by the Office for Students (OfS). The University Executive Board in February 2020, agreed that: An Access & Participation Reporting, Research and Evaluation Group be established to coordinate internal and external evaluation and reporting requirements.</p> <p>The remit of WPREU was to be refocused to be more internally facing, with increased emphasis on understanding/evaluating 'what works' in a local context; drawing on best practice from the sector; and providing a service to faculties and professional services to help evaluate the impact of access and participation initiatives.</p> <p>An internal 'commissioning' process was to be established. overseen by the Access & Participation Reporting, Research and Evaluation Group, to ensure prioritisation of requests with the delivery against the APP.</p> <p>Due to the coronavirus pandemic, the University has been required to extend the completion of some activities, though as of March 2021, WPREU has been repositioned and a new team formed. The Impact and Evaluation Team has a greater focus on impact, and a new Manager will be appointed shortly and will begin to establish the internal 'commissioning process'</p>