



2019-20 access and participation plan monitoring

Provider impact report

This impact report summarises the progress made by Liverpool John Moores University 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

Liverpool John Moores University's ambition and strategy as detailed in the 2019-20 access and participation plan:

Liverpool John Moores University (LJMU) is a pioneering modern civic university with an ongoing commitment to the transformative power of education. Its emphasis on the themes of innovation, aspiration and inspiration have been driven by a 200-year heritage in the city of Liverpool. The University thinks globally and acts locally to solve real world problems and to contribute to the future of local communities and wider society.

LJMU is deeply committed to ensuring that the benefits of a university education are accessible to everyone with academic ability, irrespective of their social or economic background. As such, it is important that LJMU takes account of the regional context in which it operates - 43% of the University's UK student population is recruited from the Liverpool City Region Combined Authority (Liverpool, Knowsley, Sefton, St Helens, Halton and Wirral). Both Liverpool and Knowsley are in the ten most economically deprived Local Authorities. Income and employment deprivation is highest in Knowsley, with around one quarter of people classed as income deprived. Liverpool is ranked fifth nationally in terms of deprivation.

LJMU is committed to improving the experience, outcomes and progression of all its diverse student body. Students are at the heart of the University's vision, with equality and diversity firmly embedded in the University's strategic plan. LJMU is focusing investment on reducing the gaps in the success and progression of students.

Based on the local demographic and LJMU's own data analysis, the University continues to target and invest in students from the following groups:

- low higher education participation areas, low household income families including
- young white males from low participation neighbourhoods
- students of particular ethnicities
- mature students with level 2 and level 3 qualifications
- students with disability status
- care leavers

The University also recognises the impact of existing barriers in preventing equality of opportunity for some student groups. It has continued to support these students to succeed in higher education by fostering a strong and inclusive community. Such groups include carers, students estranged from their families, students with specific learning difficulties and those with mental health problems.

The Access strategy is focused on the following key objectives:

- maintaining LJMU's strong access targets for students from low participation neighbourhoods and lower socio-economic groups, including targeting young, white males from low participation neighbourhoods
- continuing to work with mature students studying access qualifications to support their transition and progression in higher education. Particular emphasis will be on those from areas of low participation
- offering a range of pathways to support entry to higher education, including degree apprenticeships, foundation year pathways for a broad range of subjects, articulated progression from partner colleges and validating awards with strategic partners
- targeting specific groups such as carers, care leavers, students estranged from their families and those with specific learning difficulties. The University has an established programme for care leavers that supports students throughout the whole lifecycle
- working in collaboration with local schools through a sustained outreach programme to support attainment and progression
- seeking to address gender imbalances in identified subject areas
- collaborating with other higher education providers, specifically through the National Collaborative Outreach Programme (NCOP), and the local consortium Shaping Futures

Success key objectives are focused on:

- improving the percentage of first-degree students who continue or qualify, particularly those from low participation neighbourhoods

- narrowing the gap in good honours between all students who achieve a classified degree and those from BME backgrounds where the negative difference is 6.4%. This also reflects a sector priority
- reducing the gap in good honours for all students who achieve a classified degree and those from white males from a low higher education participation neighbourhood, where the negative difference is 5.1%
- evaluating the wide range of academic support services that the University provides to maximise retention and attainment, ensuring that they meet the needs of all students

Progression objectives are directed at:

- improving the percentage of students who are in highly skilled employment or further study for all groups of students, particularly young students
- encouraging and evaluating the impact of students who are taking up opportunities to study abroad
- evaluating the impact of students taking a degree with a placement year and/or undertaking an internship
- measuring the impact of a wide range of careers and employment initiatives to ensure that they are meeting the needs of all students

Through collaboration and partnership at a local, regional, and national level, the University will extend the impact and reach of its outreach work. Collaboration includes working with other HE providers through the National Collaborative Outreach Programme (now Uni Connect) and Shaping Futures, third sector partnership with Greater Merseyside Care Leavers into Higher Education network, and employer partnerships through the development and delivery of degree apprenticeships.

2. Self-assessment of targets

The tables that follow provide a self-assessment by Liverpool John Moores University 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 Liverpool John Moores University'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)	Maintain LJMU's current strong position against sector benchmark and location adjusted benchmark	2014-15	96.6%	97.5%	97.5%	Percentage	2019-20	97.3	Limited progress
T16a_02 (Access)	Improve LJMU's current strong position against sector benchmark and location adjusted benchmark	2013-14	41.8%	N/A	N/A	N/A (see description / commentary)	2019-20	0	Expected progress
T16a_03 (Access)	Improve LJMU's current strong position against sector benchmark and location adjusted benchmark	2014-15	18.6%	19.3%	19.5%	Percentage	2019-20	16.9	No progress
T16a_04 (Access)	Current system financial support recipients (low household income and other under-represented groups)	2014-15	45%	45%	45%	Percentage	2019-20	56	Expected progress
T16a_05 (Access)	% of OFFA countable students BME	2014-15	10.8%	10.3%	10.3%	Percentage	2019-20	12.4	Expected progress
T16a_06 (Access)	Number newly recruited	2014-15	33	37	38	Headcount	2019-20	36	Limited progress
T16a_07 (Student success)	Increase the number of first degree entrants who continue or qualify	2014/15	90.4%	92.9%	92.9%	Percentage	2018-19	88.2	No progress
T16a_08 (Student success)	Increase the number of first degree entrants from LPN who continue or qualify	2014/15	88.5%	90.6%	90.7%	Percentage	2018-19	85.6	No progress
T16a_09 (Student success)	Increase mature full-time first degree entrants who continue or qualify	2014/15	87.2%	90.4%	90.5%	Percentage	2018-19	89.7	Limited progress

T16a_10 (Progression)	UK, full-time, first degree graduates in employment and /or study (Positive outcomes)	2013-14	92.9%	94%	94.25%	Percentage	2019-20	95.1	Expected progress
T16a_11 (Access)	Maintain LJMU's current strong position against sector benchmark and location adjusted benchmark	2014-15	20.8%	21.9%	21.9%	Percentage	2019-20	25.7	Expected progress
T16a_12 (Access)	% of disclosures	2014-15	7.4%	9.3%	9.3%	Percentage	2019-20	10.2	Expected progress
T16a_13 (Access)	% of Young, white male entrants, on full time, FD courses, from Quintile 1	2014-15	16.3%	16.6%	16.7%	Percentage	2019-20	14.5	No 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 (Progression)	Students participating in the World of Work Skills Certificate/CareerSmart programme	2013-14	7000	6500	6750	Headcount	2019-20	5692	No progress
T16b_02 (Access)	Tailored progression curriculum to targeted individuals across years 7-13 in Liverpool City Region to raise aspirations and attainment	2013-14	19 schools	19 schools	19 schools	Headcount	2019-20	19	Expected progress
T16b_03 (Access)	Raise aspiration and attainment and provide IAG to secondary school pupils from under represented groups	2013-14	200 Schools	240 schools	250 schools	Headcount	2019-20	700	Expected progress
T16b_04 (Access)	Encouraging technical and professional routes into HE	2013-14	20 colleges	24 colleges	25 colleges	Headcount	2019-20	34	Expected progress
T16b_05 (Access)	Work with mature learners to help increase level 4 skills	2013-14	20 colleges	24 colleges	25 colleges	Headcount	2019-20	30	Expected progress
T16b_06 (Access)	Engaging student advocates in WP outreach activities	2013-14	40 students	75 students	80 students	Headcount	2019-20	125	Expected progress
T16b_07 (Access)	Attainment and aspiration raising initiatives specifically targeted at pupils who are LAC	2013-14	30 pupils	55 pupils	60 pupils	Headcount	2019-20	55	Limited progress
T16b_08 (Access)	Improving attainment and aspirations by supporting pupils through student and staff volunteering	2013-14	850 pupils	1150 pupils	1200 pupils	Headcount	2019-20	270	No progress
T16b_09 (Access)	Outreach in targeted primary schools that feed into progression curriculum secondary schools	2013-14	10 schools	14 schools	15 schools	Headcount	2019-20	8	Limited progress
T16b_10 (Access)	Summer schools for secondary school/college pupils from the local area	2013-14	200 pupils	280 pupils	300 pupils	Headcount	2019-20	0	No progress
T16b_11 (Access)	Widening participation activity delivered in collaboration with other HE and FE providers	2013-14	3 other providers	9 other providers	9 other providers	Headcount	2019-20	9	Expected progress
T16b_12 (Access)	Sponsorship of a Multi-Academy Trust	2016-17	No sponsorship	1 MAT	1 MAT	Other	2019-20	0	No progress

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	£920,789.00	£1,883,000.00	104%
Financial Support	£4,595,936.00	£4,781,000.00	4%

4. Action plan

Where progress was less than expected Liverpool John Moores University 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_01	Whilst this is no longer a target in the 2020-21 to 2024-25 Access and Participation Plan, LJMU continues to focus its outreach strategy for access on working with state schools.
T16a_03	Groups from low-income backgrounds remain a priority in LJMU's access strategy. A new reduced offer scheme for those who have been involved in outreach programmes at LJMU is in development.
T16a_06	As a continuing target in LJMU's APP (2020-21 to 2024-25), the University is committed to the activity detailed in the 2019-20 plan, in addition to development of virtual support to complement this. A reduced offer scheme for care leavers will also support access objectives. The University is also working on a project to enhance the institutional data on care leavers to improve reliability. It is expected that this will lead to an increase in students identified as care leavers.
T16a_07	The continuation and success of all our students remains a priority. Outcomes from the review into methods of communication with students will be implemented across the University. In addition, the new self-help webpages and Induction support will be evaluated to identify appropriate enhancements.

T16a_08	This is a continuing target in LJMU's APP (2020-21 to 2024-25). However, further exploration of the data identified that male students from low POLAR neighbourhoods are disproportionately impacted in comparison to female students. In response to this, steps have been taken to improve uptake of support by male students from low participation neighbourhoods. For example, the development of asynchronous activity and self-paced materials acknowledges that male students may prefer these to the 'exposure' of live sessions. In line with this, the names of sessions have been revised to use language that may be more suited to a male audience. In addition, mechanisms have been put in place to ensure that students can arrange appointments with male Student Wellbeing Advisers should they wish.
T16a_09	The continuation and success of mature students remains a priority. Mature students will continue to be supported by Student Wellbeing Advisors and academic skills support. In particular, academic skills workshops will be targeted to mature students during induction to support those who have seen a gap in their education.
T16a_13	As a continuing target in LJMU's APP (2020-21 to 2024-25), the University is committed to the activity detailed in the 2019-20 plan and is also reviewing how virtual engagement can complement this activity and further support this cohort.
T16b_01	2019-20 was a transition year from former Access Agreements to the new Access and Participation Plans. With the changes to APP priorities, this is no longer a target moving forward and therefore no steps are required in relation to future progress.
T16b_07	Outreach targeting of Looked After Children remains a priority in LJMU's Access and Participation plan. This includes virtual alternatives to residential events in anticipation of potential future physical restrictions. In addition, there is a reduced offer scheme for young people in care.
T16b_08	This is no longer a target in the Access and Participation Plan. Attainment raising support will continue through mentoring, e.g. My Tutor platform.
T16b_09	This is no longer a target in the Access and Participation Plan.
T16b_10	Residential events remain a key feature of LJMU's good access record. They are an important step in reducing the access gap for specific groups, notably from black and Asian backgrounds. In the event of continued social distancing restrictions, LJMU is developing a virtual summer school as an alternative form of engagement for under-represented groups.
T16b_12	This is no longer a target in the access and participation plan. However, LJMU will continue to work strategically with local schools and colleges where appropriate.

5. Confirmation

Liverpool John Moores University 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	
Liverpool John Moores University 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 Ian Campbell
Position	Vice-Chancellor and Chief Executive

Annex A: Commentary on progress against targets

Liverpool John Moores University's commentary where progress against targets was less than expected.

Target reference number: T16a_01
How have you met the commitments in your plan related to this target?
Limited progress against baseline. Target discontinued in 19-20.
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
LJMU has worked intensively with state schools during 2019-20 through outreach interventions detailed in the plan. In addition to this, since March 2020 the University moved activity of this type online, ensuring schools/colleges and pupils were still able to engage with the University through supportive HE opportunities delivered on-line.

Target reference number: T16a_03
How have you met the commitments in your plan related to this target?
The target has not been met. The actual performance is based on POLAR 3 data which has now been replaced by POLAR 4 for analysis of this type.
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
Virtual outreach engagements targeted at students in schools in areas of disadvantage and with low participation were delivered. In addition, LJMU partnered with My Tutor to provide additional mentoring to students from low-income backgrounds in danger of falling behind due to Covid 19.

Target reference number: T16a_06
How have you met the commitments in your plan related to this target?
The absolute number target has not been met. Care Leaver activity continues to be a priority, and this continues to be a target in the 5-year Access and Participation Plan.
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
The My Tutor platform has been an additional opportunity targeted at care leavers to support attainment for HE access.

Target reference number: T16a_07
How have you met the commitments in your plan related to this target?

The target has not been met. Whilst continuation rates have not increased as expected, rates have remained consistent across the previous five-year period.

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

In addition to existing Student Engagement Officers (now called Student Wellbeing Advisors), there is currently a review of methods of communication with students to increase engagement. Self-help webpages are in development with dedicated sections outlining support for specific groups of students. There is also ongoing work to support students during Induction. This includes a range of 'preparation to study' materials and a cross-University working group to support online induction.

Target reference number: T16a_08

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

The target has not been met. The actual performance is based on POLAR 3 data which has now been replaced by POLAR 4 for analysis of this type.

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

Student Wellbeing Advisers offer customised programmes to support specific target groups including an enhanced transition programme. A blend of live sessions and asynchronous materials regarding academic skills have been developed to improve accessibility for target groups. In response to this there has been an increase in engagement of students from POLAR 1 and IMD 1.

Target reference number: T16a_09

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

Whilst the continuation rates for mature students have not increased at the intended rate, performance is still above the LJMU benchmark of 86.9% and above the national rate of 86.5% of Mature students continuing in 2018-19.

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

Student Wellbeing Advisers, who are situated across faculties, monitor student engagement, and offer customised programmes to support target groups including an enhanced transition programme for students.

Target reference number: T16a_13

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

This has not been met. This group continues to be prioritised with dedicated outreach projects targeted at local boys' schools.

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

LJMU has developed a specific programme, Access All Areas, targeted at white boys from low socio-economic backgrounds and is working with three boys' schools in the Liverpool City Region. This is part of a national research project in collaboration with NEON and other HEIs.

Target reference number: T16b_01

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

This target was on course to be met. However the circumstances of the pandemic meant engagement with the CareerSmart programme was constrained.

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

In addition to steps detailed in the plan, LJMU has continued to encourage engagement with the careers department through virtual platforms.

Target reference number: T16b_07

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

The target number for 2019-20 was largely based on delivering a residential event for looked after children. This was not possible due to Covid-19.

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

A range of widening access webinars targeted at disadvantaged students were delivered. These included care experienced young people in co-operation with schools and local authorities. Events also took place during National Care Leavers Week and student-led aspirational mentoring continued in a virtual format after the March 2020 lockdown.

Target reference number: T16b_08

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

Face-to-face volunteering predominantly scheduled for spring/summer 2020 was not possible due to the school closures as a result of the pandemic.

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

On-line resources and events were promoted to schools to support students learning from home. An example of this was the development of a Lockdown Learning booklet that was sent to partner schools, as well as the partnership with My Tutor.

Target reference number: T16b_09
How have you met the commitments in your plan related to this target?
Target not met due to school closures as a result of Covid 19 restrictions.
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
The LJMU School of Education produced useful home-schooling resources targeting primary aged children and was available to all on-line. This was circulated via LJMU's network of partner schools.

Target reference number: T16b_10
How have you met the commitments in your plan related to this target?
Although the target was not met in respect to numbers engaged on campus, alternative delivery saw engagement figures exceed the milestone. Due to the pandemic, no on-campus events or residential events were permitted from March 2020.
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
LJMU delivered a series of summer support sessions in webinar format as an alternative to the summer residential programme. 478 students engaged with the webinars. The online sessions provided advice on a range of HE themes to support students in navigating HE. Priority was also given to events aimed at Year 13 students to support transition to HE. This included the provision of a transition guide aimed at widening access students.

Target reference number: T16b_12
How have you met the commitments in your plan related to this target?
This is no longer Government policy or part of LJMU's strategy.
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
LJMU works strategically with schools and colleges to support mutual objectives. This includes delivering outreach activities, Initial Teacher Education partnerships and collaborative arrangements with FE colleges aimed at raising aspiration and attainment.

Annex B: Optional commentary on targets

Liverpool John Moores University's commentary on any of the targets listed in [Section 2](#).

Reference Number	Optional commentary
T16a_01	
T16a_02	
T16a_03	
T16a_04	
T16a_05	
T16a_06	
T16a_07	
T16a_08	
T16a_09	
T16a_10	
T16a_11	
T16a_12	
T16a_13	
T16b_01	
T16b_02	
T16b_03	
T16b_04	
T16b_05	
T16b_06	
T16b_07	
T16b_08	
T16b_09	
T16b_10	
T16b_11	
T16b_12	