



Investing in student success

Addressing differential outcomes

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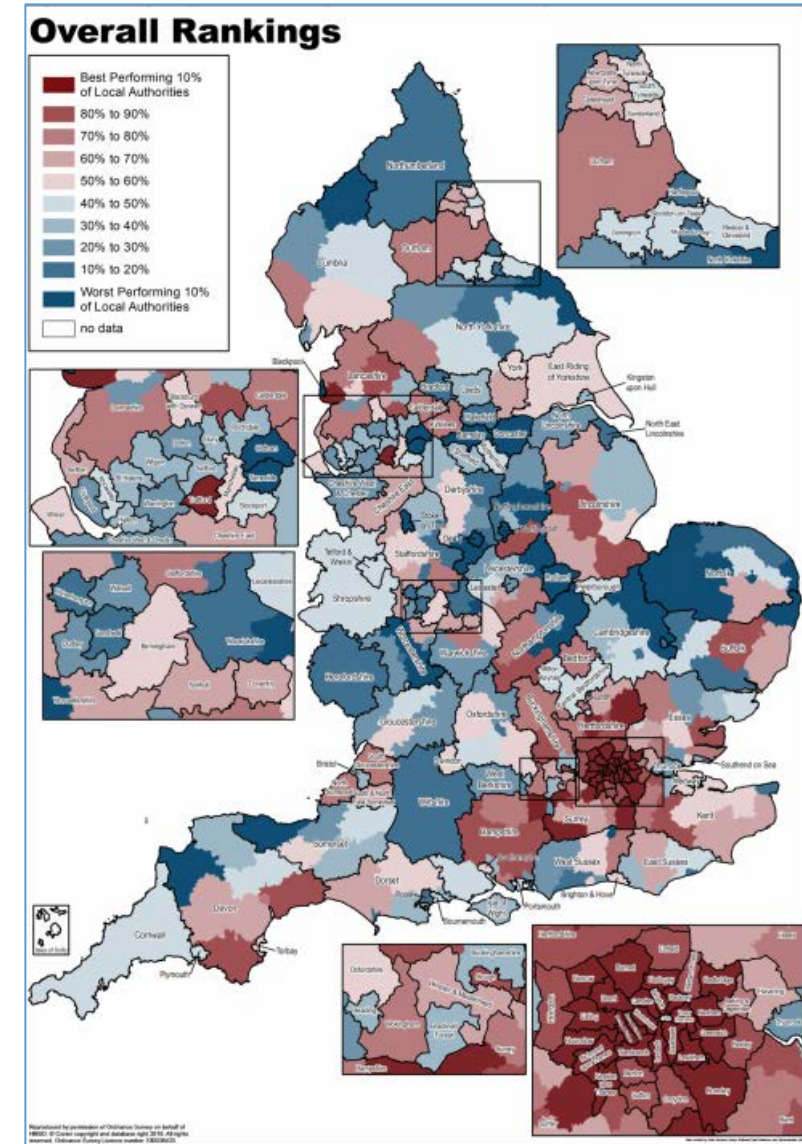
Background

- Social mobility agenda
- Equality of opportunity
- Key work tackling differential outcomes in sector
- Previous programmes
- HEFCE analysis and reports on differential outcomes

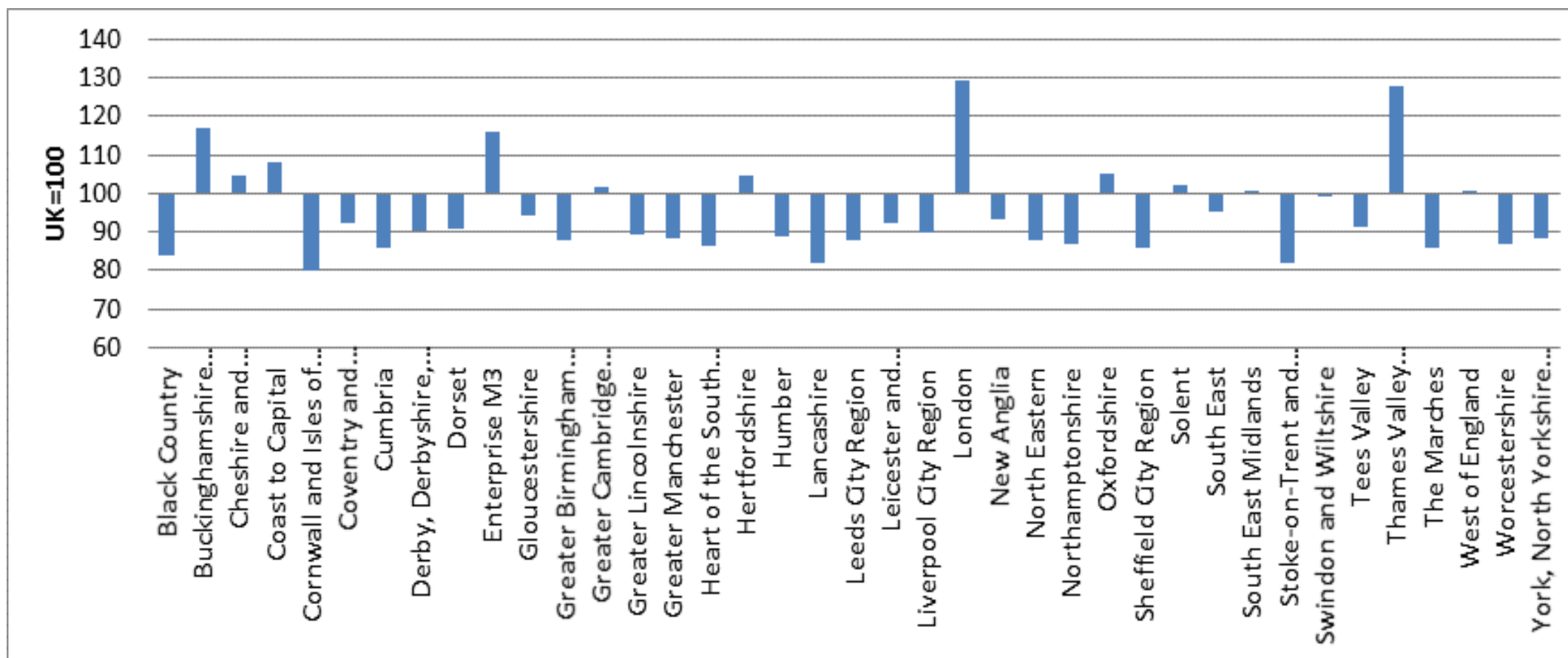


Social mobility in England

Geographical Variation in the Social Mobility Index, Map of performance against the Index



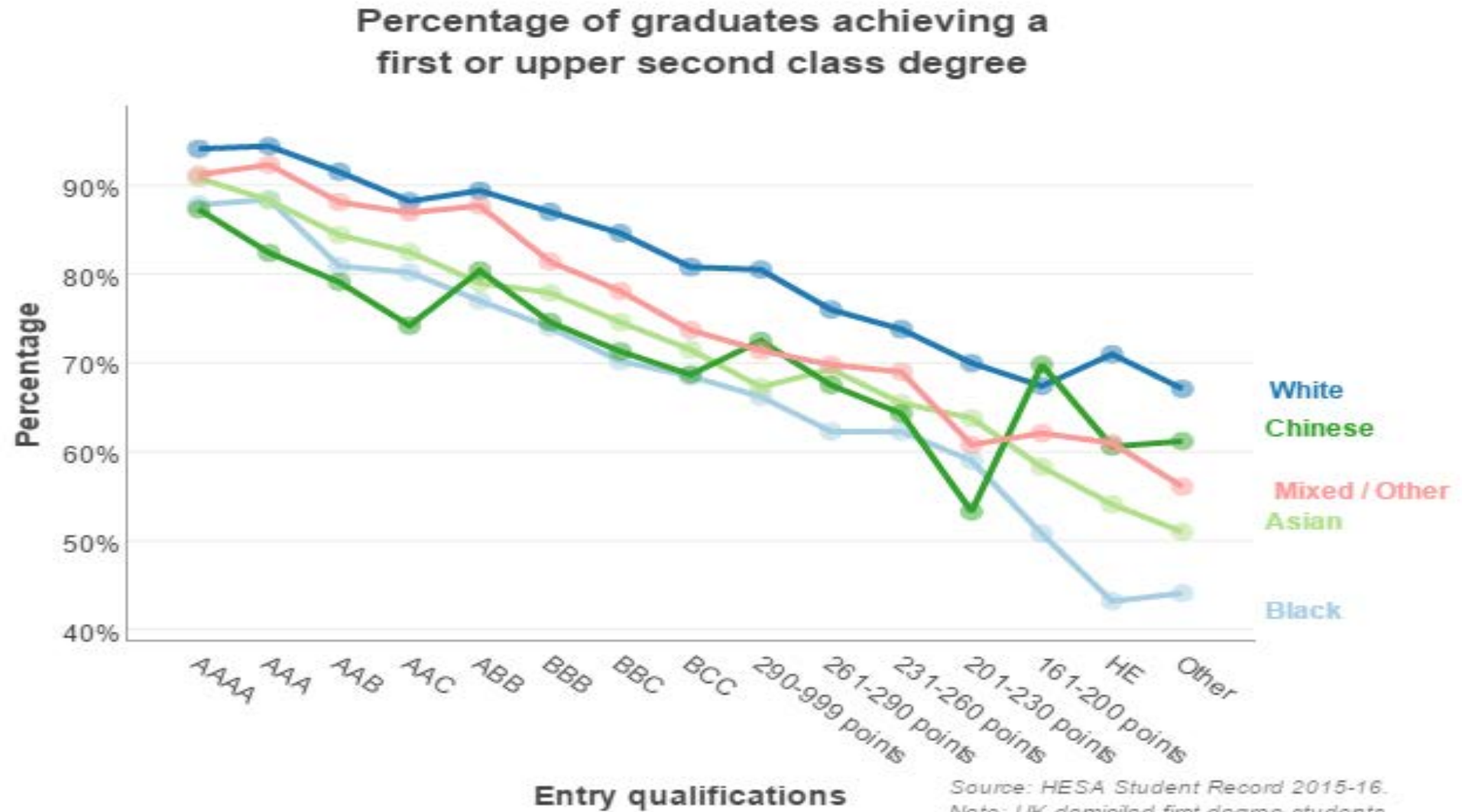
Productivity in England



Nominal (smoothed) GVA per hour worked indices; Local Enterprise Partnerships (2014)

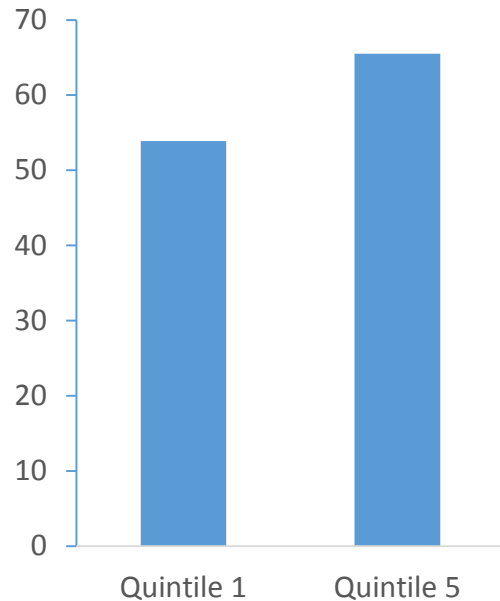
BME degree outcomes

2015-16 graduates by ethnicity, entry qualification and degree classification



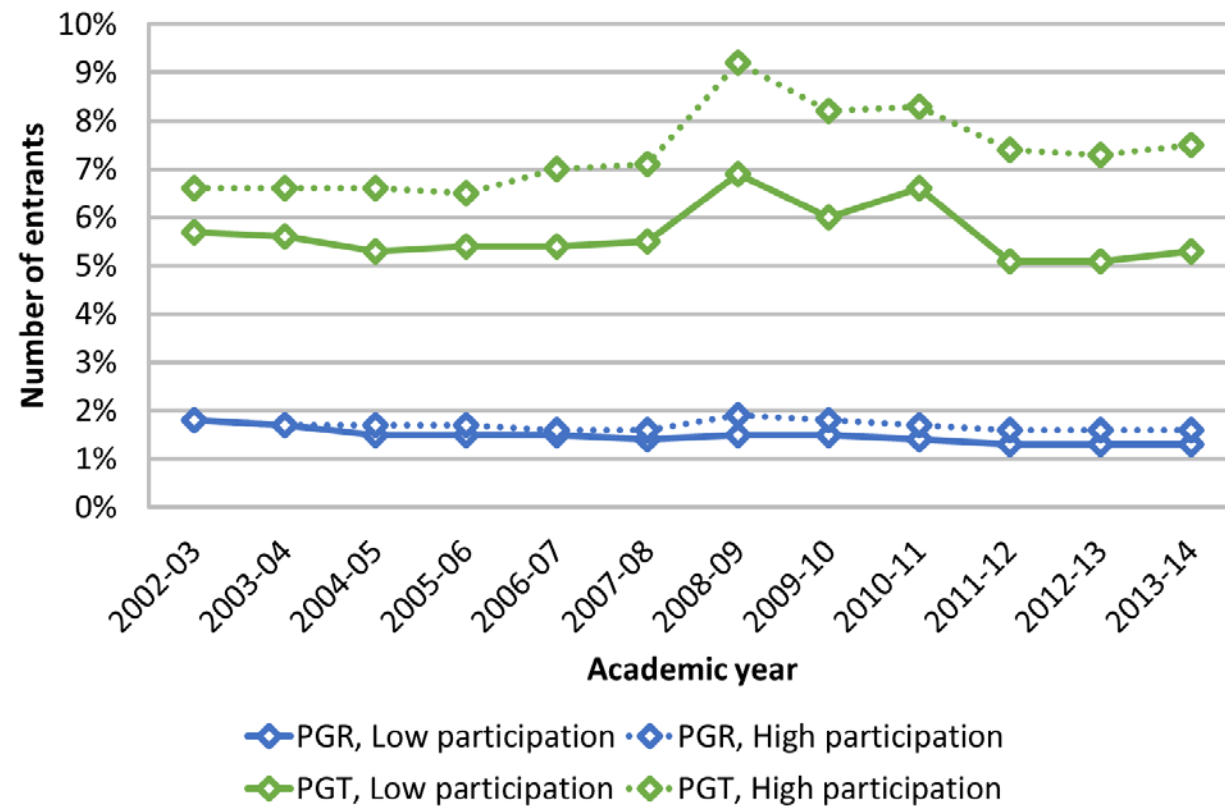
Source: HESA Student Record 2015-16.
Note: UK domiciled first degree students
at HEFCE-funded HEIs only.

Postgraduate progression



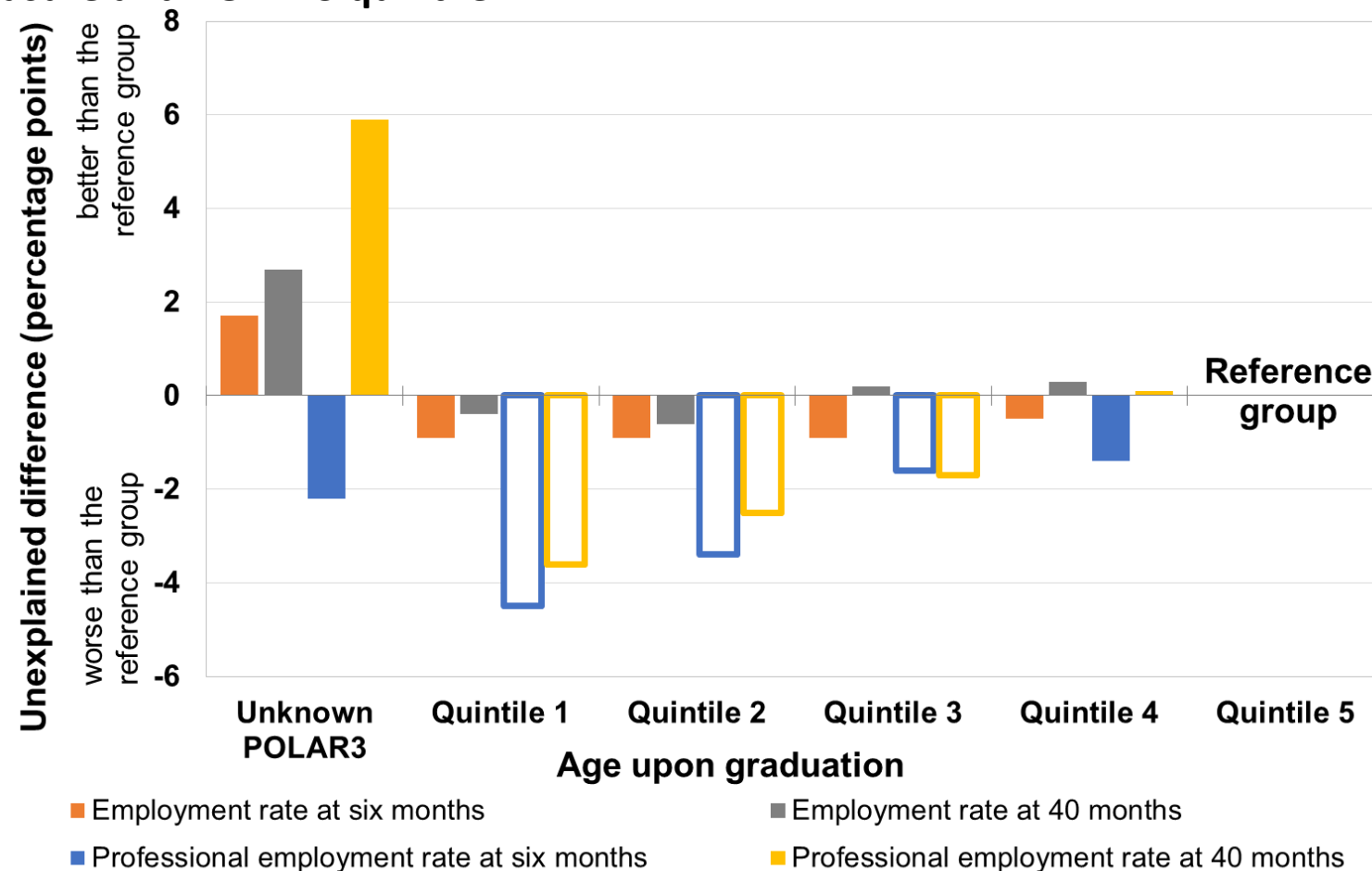
53.9% of quintile 1 students intending to study were doing so six months after graduation compared to 65.5% of quintile 5 students

One-year transition rates for full-time first degree UK qualifiers at English HEIs progressing to postgraduate study



Employment outcomes by POLAR3

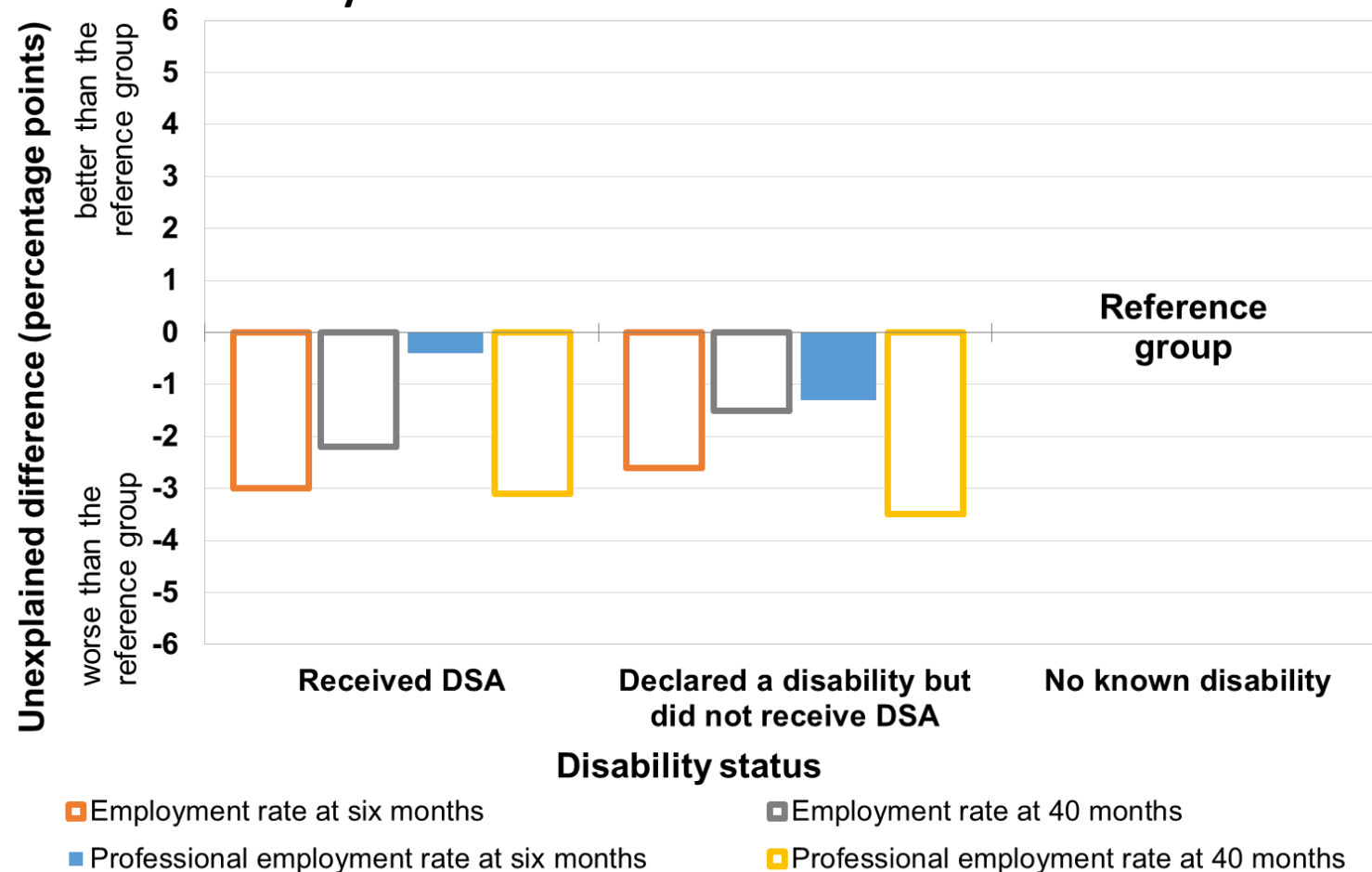
Unexplained percentage point difference in employment rates, by employment rate measure and POLAR3 quintile



* Where the bar is filled, this indicates that the difference from the reference group is not statistically significant.

Employment outcomes by disability status

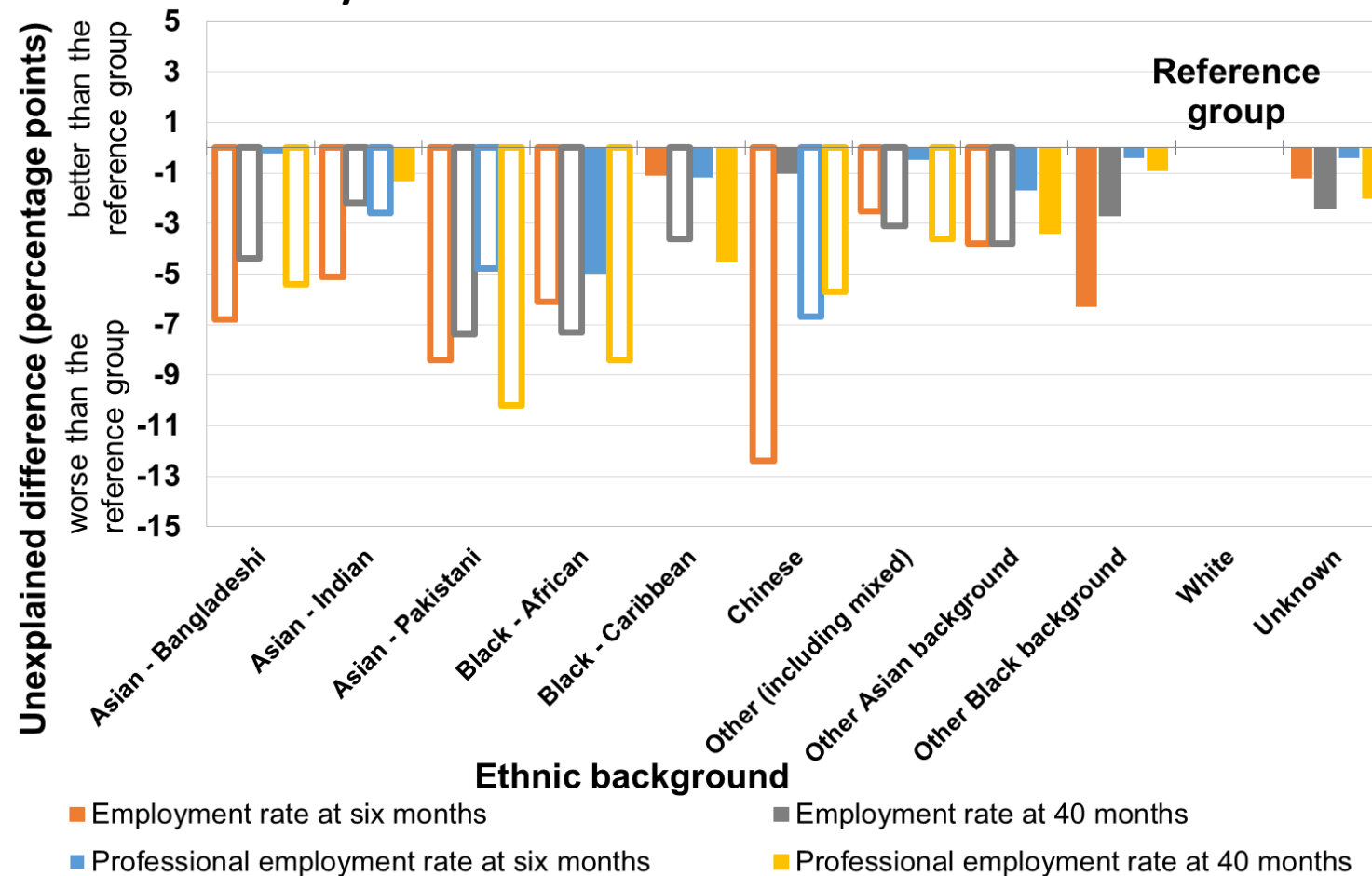
Unexplained percentage point difference in employment rates, by employment rate measure and disability status



* Where the bar is filled, this indicates that the difference from the reference group is not statistically significant.

Employment outcomes by ethnic group

Unexplained percentage point difference in employment rates, by employment rate measure and ethnicity

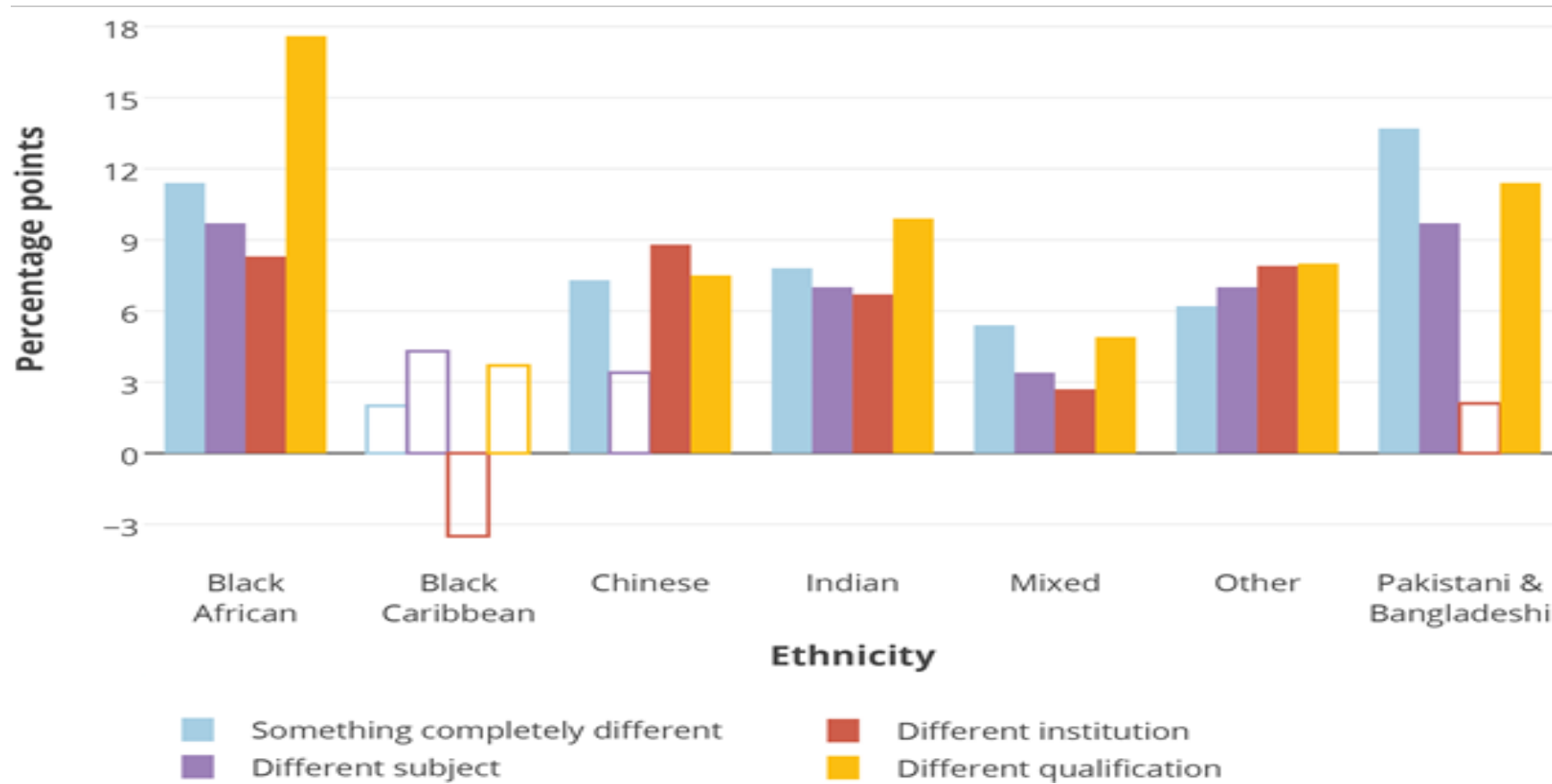


* Where the bar is filled, this indicates that the difference from the reference group is not statistically significant.

Source: HEFCE 2015/23 'Differences in employment outcomes – Equality and diversity characteristics'

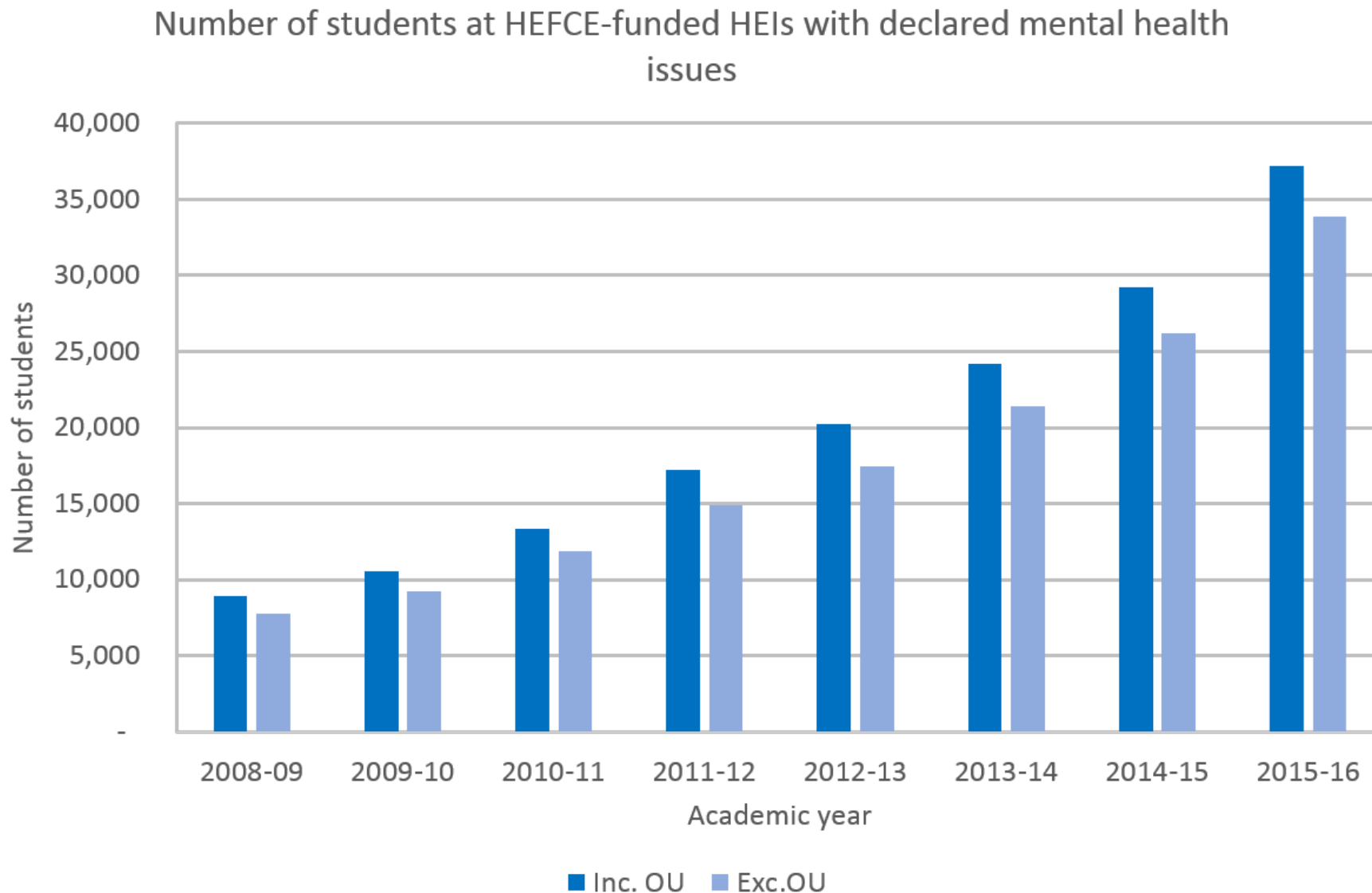
A sense of regret?

Likelihood of making different HE choices: Percentage point differences relative to white graduates



Source: Longitudinal DLHE

Number of students with mental health issues





Review of provision and support for disabled students

Involved two research studies

Understanding provision for students with mental health problems and intensive support needs (Institute for Employment Studies and Researching Equity, Access and Participation, 2015)

Support for higher education students with specific learning difficulties (SpLDs) (York Consulting and University of Leeds, 2015)

Policy issues

- Who to support
- Where HE responsibility ends
- How to categorise/prioritise need
- Reactive or proactive
- Developing a social model



Differential outcomes critical review

Four Explanatory factors:

- Curricula and Learning
- Relationships
- Cultural, social and economic capital
- Psycho-social and identity factors



Effective Interventions

- Improvement to student learning
- Inclusive learning and curricula
- Deconstructing assessment
- Meaningful interactions
- Role models and mentoring
- Engagement with institution/HE



Addressing barriers to student success Catalyst Fund programme

- Support systematic and strategic approaches to addressing differential outcomes
- Support the scale up of successful innovations to support disabled students
- Identify how interventions can be validated, replicated, transmitted and embedded



Three stage assessment process

Stage 1

- Expressions of interest submitted in September
- 48 Expressions of Interest (Eoi) received, requesting a total of £19 million of HEFCE funding

Stage 2

- 31 projects attended two day development workshop
- Explored project concepts, robust evaluation methodology, student engagement, strategic engagement

Stage 3

- 30 projects submitted full business cases in December
- £13.1 million of HEFCE funding requested in total
- Expert panel assessment of full business cases
- Final approval by Catalyst Fund Panel



Assessment outcomes

- 17 successful awards
- £7.5 million HEFCE funding
- Project lead institutions include 15 HEIs and 2 FECs
- 64 HE providers involved in the projects overall plus 23 additional organisations

Project themes

- Student attainment
- Employability
- Learner analytics
- Inclusive practice
- Mental health



Next steps...

Evaluation

- External programme evaluation
- Formative evaluation
- Capacity building

Programme network

- HEFCE facilitated network
- Sharing best practice





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