

# OfS briefing for the Sheffield Race Equality Commission, May 2021

## OfS access and participation data dashboard

The OfS access and participation data dashboard shows data for individual providers across different student characteristics.

The data includes indicators and gaps as measures of performance for each stage of a student's journey through higher education:

- Access  
These measures show the makeup of students entering higher education.
- Continuation  
These measures show whether students continue their studies or not.
- Attainment  
These measures examine the numbers of graduates who achieve a first or upper second class degree.
- Progression  
These measures report on whether students are in highly skilled employment or study at a higher level six months after leaving higher education.

Data can be filtered by higher education provider and student characteristics, which includes ethnicity.

To access the dataset and to find guidance on how to use and explore it, please go to the OfS website - <https://www.officeforstudents.org.uk/data-and-analysis/access-and-participation-data-dashboard/>

There are other detailed considerations at the national level, included at the end of the dataset section, that might also be of interest:

dataset: <https://www.officeforstudents.org.uk/data-and-analysis/equality-and-diversity-student-data/>. There will be further equalities data published in June this year.

<https://www.officeforstudents.org.uk/data-and-analysis/differences-in-student-outcomes/ethnicity/>

<https://www.officeforstudents.org.uk/data-and-analysis/continuation-and-transfer-rates/>

## Information from HeppSY Uni Connect partnership

Uni Connect offers events, impartial advice and information on higher education (HE) to young people in Years 9 to 13. The programme is led by the OfS and delivered by 29 partnerships of universities, colleges and other local partners across England. It aims to support access and participation in HE through multi-agency collaborative work.

The programme started in January 2017 and the third phase is due to start from August 2021. Uni Connect programme work in Sheffield is undertaken by the HEPPSY partnership, led by Sheffield Hallam University. Further information on the partnership is available through their website - <https://extra.shu.ac.uk/heppsy/>

During Phase 1 (2017-2019), HeppSY contracted with the black, Asian and ethnic minority lead in Sheffield City Council to undertake some local research and produce a report (attached to email) and a number of recommendations to inform and guide partnership practice as the programme moved into phase 2 (2019-2021).

These recommendations resulted in the production of a number of black, Asian and ethnic minority specific resources including parent films on aspects of higher education in different languages <https://extra.shu.ac.uk/heppsy/parents/the-benefits-of-higher-education/> and a film encouraging black, Asian and ethnic minority students to consider the full range of routes into higher education. <https://extra.shu.ac.uk/heppsy/news/2020/10/05/bame-into-the-amrc/>

HeppSY has previously secured over 10,000 survey responses from learners each year of the programme and even this year secured over 4,000 complete responses to the learner survey, despite the challenges of Covid 19. This scale of contribution to 'learner voice' provides the partnership with valuable insights on the views of learners in South Yorkshire and reports are subsequently compiled at partnership (attached to the email) and school/college level to inform planning and design delivery. Each Partnership Report contains full contextual information including graphs that are broken down by ethnicity and the partnership has provided a summary report outlining the findings of the 2020/21 Partnership Report that are specifically related to student ethnicity (attached to email).

The partnership and school/college specific reports provided the data to help with the design a new programme called Amplify (attached to email). Amplify aims to help Black school students find their voice, reflect on their experiences through creative tasks and give expression to the challenges and barriers they may be facing in school and in the future. Five Sheffield schools were invited to take part with 60 students participating in this progressive and sustained programme.

The HeppSY team have been invited to deliver a workshop about Amplify at NEON's symposium in July (<https://www.educationopportunities.co.uk/events/summer-symposium-2021/>).

In addition, both Sheffield universities and FE colleges delivering HE have APP plans and we have pasted, as an example, some detail from Sheffield Hallam University which illustrates their work and the progress they are making with Black British student access.

### **Sheffield Hallam University APP (Introduction)**

This year is focused on understanding the experience of black students in their application year(s) and what part our systems and processes play in this journey. And building in additional support to current applicants going through our admissions process. Our focus is

in the Access space, rather than younger years, but we expect recommendations from our work to highlight the full journey and potential barriers experienced throughout the educational experience.

Note the importance of the Narrowing the Gaps – degree awarding gap- work being carried out at Sheffield Hallam University as a prerequisite for this access work

[https://blogs.shu.ac.uk/narrowingthegaps/hallam-approach/?doing\\_wp\\_cron=1611155908.9095609188079833984375](https://blogs.shu.ac.uk/narrowingthegaps/hallam-approach/?doing_wp_cron=1611155908.9095609188079833984375)

## **Black Student Access Gap – Sheffield Hallam University**

### **Context**

Sheffield Hallam University has an access gap, we significantly under recruit Black British students in comparison to students from other ethnicities, some progress has been made to date to achieving our target a population of at least 6% of entrants being black. We are using this Access target to set a trajectory towards the institution Sheffield Hallam University should be and will strive to be.

From Sheffield Hallam University: Access and Participation Plan 2020-21 to 2024-25

*“The proportion of our entrants who are Black has increased slightly from 3.4% in 2013/14 to 4.0% in 2017/18. Our proportions of Black students sit broadly in line with rates in the 18-year-old population in England and the local area; 4.1% in England, 3.8% in Sheffield, 2.5% in South Yorkshire and 2.2% in Sheffield City Region. (2011 census data, OfS, Nomis)”*

and

*“We under recruit compared to the sector where 10.5% of students are Black, up from 8.6% in 2013/14, and we have ambitions to increase the number of Black students both applying to, and entering, study with us.”*

**Progress to date:** *“At Hallam 4.7% of students were Black in 2018/19, up from 4% last year, meaning that we are making steady progress to our target of reaching 6% by 2024/25.”* SOURCE: May 2020 update Sheffield Hallam’s performance in the OfS Access and Participation dataset.

There is an OfS topic briefing addressing the significant difference in the proportions of black, Asian and minority ethnic students awarded a good (first or 2:1) undergraduate degree when compared to white students. It includes case studies and resources to support effective practice.

<https://www.officeforstudents.org.uk/advice-and-guidance/promoting-equal-opportunities/effective-practice/black-asian-and-minority-ethnic-students/>

This relates to work to support OfS official statistic: Key performance measure 4  
<https://www.officeforstudents.org.uk/about/measures-of-our-success/participation-performance-measures/gap-in-degree-outcomes-1sts-or-21s-between-white-students-and-black-students/>