

Office for
Students

The logo for the Office for Students, featuring a dark blue square with a yellow square in the top right corner containing the letters 'OfS' in white.

OfS

Identifying your key risks to equality of opportunity

Wave 1 provider engagement webinars:
2024-25 access and participation plans

April 2023

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Event notices

- Closed captions are available – please click the CC icon
- A recording of this event will be available on the OfS website
- Please use the Q&A box rather than the chat box to ask a question
- Use the chat box if you would like to speak to the events team.

Agenda

1300 **Welcome**

Introduction by John Blake

Overview of expectations

Using the access and participation data dashboard

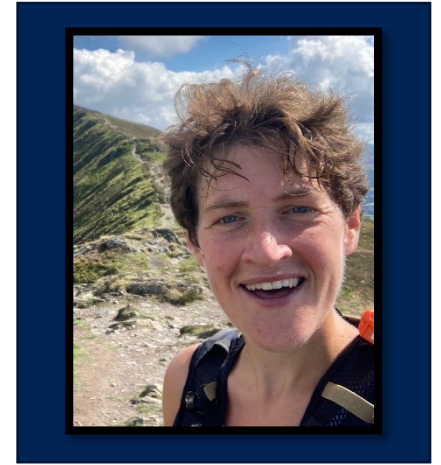
Break

Using the Equality of Opportunity Risk Register

Q&A

1500 **Close**

Introducing the team



John Blake

**Director for Fair Access
and Participation**

Charlie Leyland

**Student Participation
Team Lead**

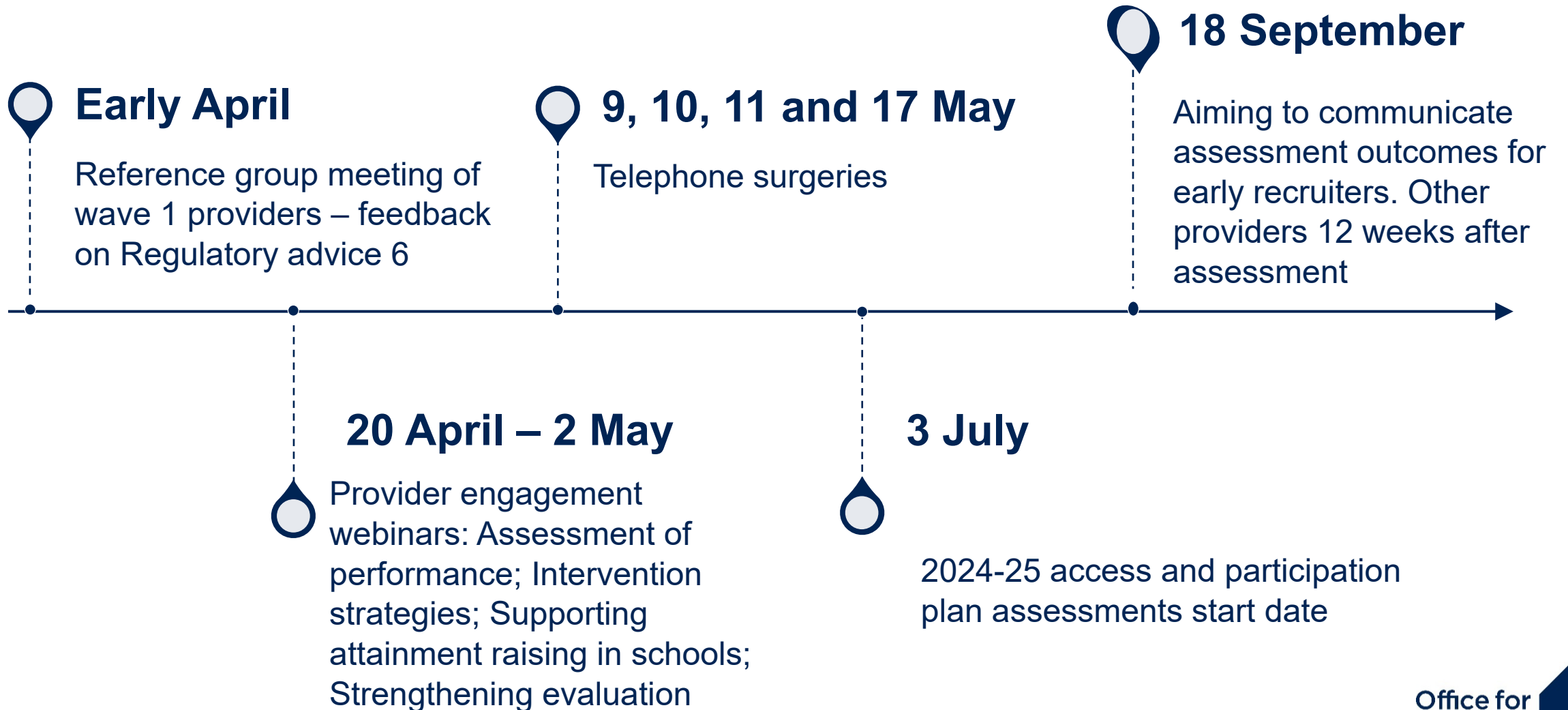
Matthew Jones

**Senior Analyst, Data,
Foresight and Analysis**

Esther Fisher

**Senior Access and
Participation Officer**

Assessment timeline



Agenda

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Break

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Q&A

1500 Close

Introduction by John Blake

Purpose of webinar series:

- This webinar series will support providers in the first wave preparing their 2024-25 access and participation (APP) plans, with specific focus on assessment of performance, intervention strategies and theory of change, supporting attainment raising in schools and strengthening evaluation.

Webinar series overview

Identifying your key risks to equality of opportunity webinar

Thursday 20 April, 1300-1500

- The purpose of this webinar is to give an overview of our expectations on how providers should undertake an assessment of performance in the new APPs.
- This will include information on how to navigate and use the updated access and participation data dashboard, and convey information on how providers should use the Equality of Opportunity Risk Register (EORR) in developing their plans. Considerations for small providers and those with limited data will be included.

Rationale:

Both the EORR and the access and participation data dashboard were areas that generated a high number of consultation responses, and will be integral to undertaking a credible assessment of performance in the new APP plans.

Key presentations:

- **Navigating the updated APP dashboard – Mathew Jones**
- **The Equality of Opportunity Risk Register – Esther Fisher**

Intervention strategies and theory of change

Tuesday 25 April, 1300-1430

- The purpose of this webinar will be to provide information on our expectations in relation to intervention strategies – for instance their purpose and what they should contain. Presentation to include consideration of small providers.

Rationale:

- Intervention strategies are a new element of APPs and some consultation responses wanted more information on what intervention strategies should contain as well as further explanation of the Intervention Strategy exemplar template that is included in Regulatory Advice 6.

Key presentations

- **Purpose and content of intervention strategies – Esther Fisher**
 - Collaboration and collaborative targets
 - Diverse pathways and provisions
 - Mental health

Supporting attainment raising in schools and Uni Connect

Thursday 27 April, 1300-1500

- The purpose of this webinar will be to give an overview of our expectations in relation to providers supporting raising attainment in schools, and to outline the resource in relation to supporting raising attainment in schools within the Uni Connect partnerships, best practice in this area, and how small providers can engage.

Rationale

- This is a new key strategic access and participation priority area and received the highest number of consultation responses from providers seeking further information.

Key presentations:

- **Overview of our expectations in relation to supporting attainment raising in schools –Charlie Leyland**
- **Uni Connect and attainment raising: a toolkit presentation – Josh Cooper and Kayleigh Doherty**
- **Humber Outreach Programme: our approach to developing an attainment raising plan – HOP**

Strengthening evaluation

Tuesday 2 May, 1400-1530

- The purpose of this webinar is to explain our expectations in relation to providers significantly increasing the volume and quality of evaluation in their APPs. There will be an emphasis on strategies for best practice and guidance for small providers with less evaluation resource.

Rationale:

- This is a new key strategic access and participation priority area. Respondents to our recent consultation suggested that providers would welcome further guidance on this.

Key presenters:

- **Overview of our expectations in relation to evaluation in the new APPs – Heather Bowyer**
- **TASO's guidance on evaluation and examples of best practice - TASO**

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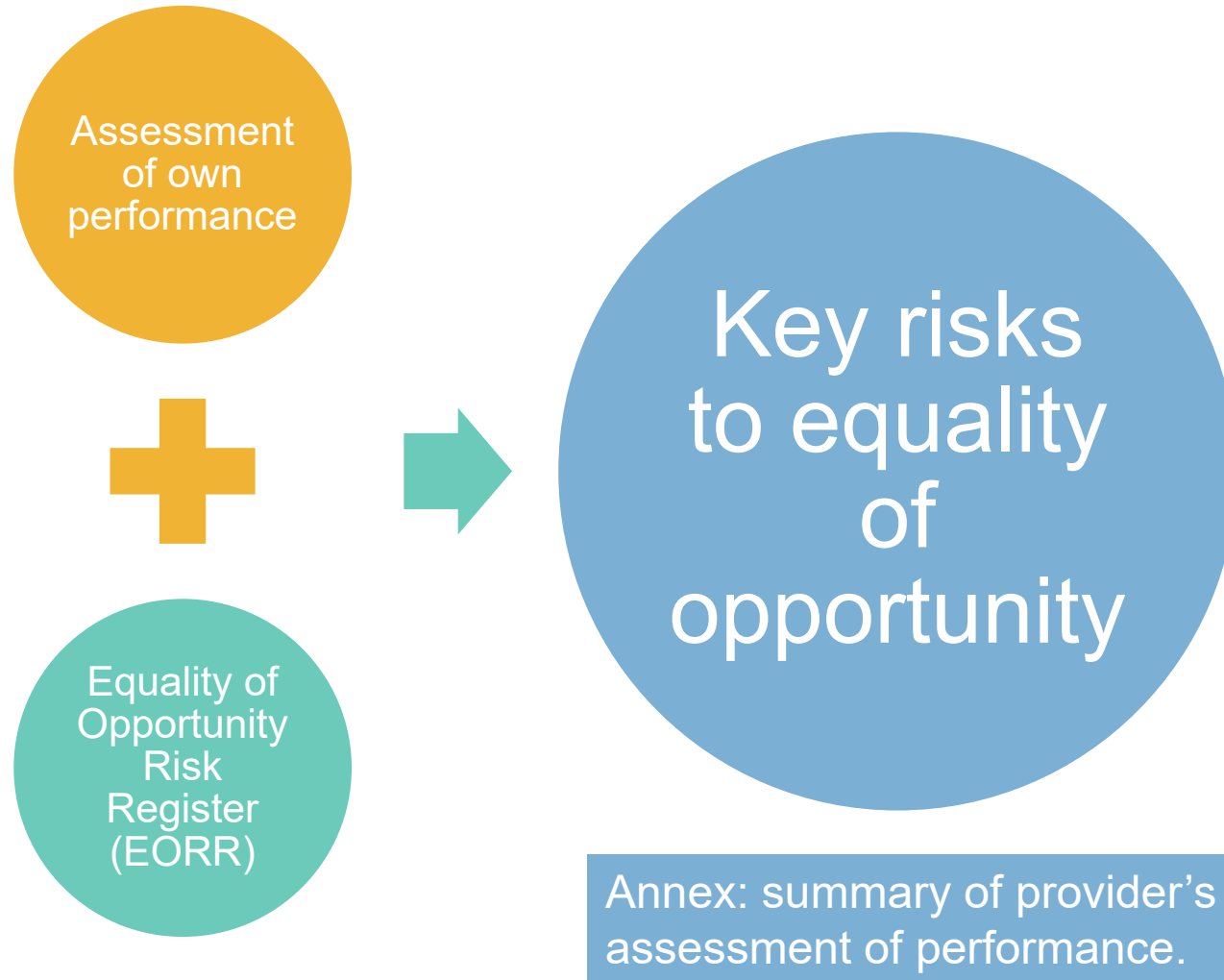
1500 Close


Overview

- **Regulatory notice 1** sets out our regulatory requirements for access and participation plans while **Regulatory advice 6** offers further guidance to providers on how to write an access and participation plan.

- A plan should set out the **key risks to equality of opportunity**: The key risks to equality of opportunity identified by a provider's assessment of its own performance and consideration of the EORR which will be addressed within the plan.

(Regulatory notice 1 – para 38.b)










Assessment
of own
performance

The purpose of the assessment of a provider's performance is to identify the most pressing or significant equality of opportunity challenges for that provider and which it will seek to address through the commitments it makes in its plan. To do this, the OfS expects a provider to identify the ways in which risks may be manifesting for different student groups.

(Regulatory notice 1 – para 43)

-  Based on data in the OfS data dashboard, where possible.
-  Consideration of student groups and lifecycle stages set out in OfS access and participation data dashboard.
-  Can use evidence and data from any other relevant, reliable provider or sector-level data or evidence relating to equality of opportunity for students.
-  Disaggregated analysis of performance in relation to disabled students to at least those with mental health conditions, those with specific learning differences and those with physical impairments, and ethnic minority students into individual ethnic groups.
-  Consider intersections of characteristics (where possible) e.g. white students from low socioeconomic backgrounds.



Assessment
of own
performance

- The assessment of performance should inform:
 - The risks to equality of opportunity to be addressed by the plan.
 - Which student groups a provider intends to target with each intervention strategy and why.
 - Where a provider can identify successes to build on and where there are areas for improvement.

(Regulatory notice 1 – para 45)

Limited data for smaller providers, new providers, or small cohorts of students

Where student numbers are small or suppressed for a provider on the OfS access and participation data dashboard, we would not expect the same level of detailed analysis, particularly for disaggregated or intersectional data. We would, however, expect a provider to include consideration of the following: (Regulatory notice 1 – para 53)



Identification of student groups to target to address equality of opportunity risks to access, completion, attainment and progression in the future. The EORR can be used to identify potential risks, and indications of these risks that certain student groups may be experiencing.



Entrant data using the access lifecycle information in the OfS access and participation data dashboard, where available, paying particular attention to the data aggregated over years when data is not available or reportable for individual years.



Comparisons of any existing data for the groups identified above with **national data**, including in order to set ambitious targets relating to the risks identified for those particular groups.

Limited data and collaborative working

- We recognise that **statistical uncertainty** is a common challenge in interpreting performance of smaller providers or those with limited data, particularly when the focus of a plan and its intervention strategies will likely be on even smaller subsets of student groups.
- A provider in this situation may wish to consider **collaborative working** to increase the number of students included in a particular intervention strategy, or innovative methods of determining efficacy of its interventions.
- For a provider with access to limited data in particular, we recognise that **targets and milestones** will necessarily be ambitious **estimates** of what it can credibly achieve in relation to addressing identified risks to equality of opportunity.

(Regulatory notice 1 – para 54)



Equality of
opportunity
risk register
(EORR)

- Once a provider has identified indications of risks through its analysis of the data in its APP dashboard, it can use the EORR to:
 - a. explore why the risks that they have identified may be occurring. For example:
 - Lower continuation rates for a specific student group is a risk indication that a provider may see in its data. The underlying risks to equality of opportunity may be insufficient academic support and cost pressures.
 - b. consider whether there are other national risks that it may be able to contribute to addressing through its access and participation plan.

Annex: summary of provider's assessment of performance.

- A summary of a provider's assessment of performance (including any analysis related to the EORR-related risks that will be a focus for the plan) should be included in its access and participation plan as an annex.
- This should normally focus on the greatest indications of risks that have been identified.
- Depending on its size and context, a provider may identify a greater number of risk indications than it would have the capacity to address through its access and participation plan. In such a case, a provider should present a clear rationale for the number and nature of the risk indications it has chosen to focus on in its plan.

(Regulatory notice 1 – para 46)

How will the assessment of performance be assessed?

- The OfS will reach its own view of a provider's performance, based on the OfS access and participation data dashboard together with the provider's own data and assessment.
- This judgement informs the OfS's assessment of risk, specifically the extent of the risks, and indications of these risks, to equality of opportunity identified; the credibility of a provider's plan; and the intended rate of progress in addressing those risks. – Regulatory notice 1 para 51
- We recognise that the content of a plan will vary for different providers. Each plan will be informed by the circumstances of an individual provider, the characteristics and needs of potential and current students and the views of its stakeholders, particularly its current students. Therefore the extent to which a provider should address the sector-level risks to equality of opportunity identified by the OfS will be determined by these factors. – Regulatory notice 1 para 50.

Guidance in Regulatory advice 6

- Regulatory advice 6 offers guidance on how to achieve the expectations set out in Regulatory notice 1, supported by case studies and examples.
- Regulatory advice 6 covers:
 - Assessment of performance
 - Considering life cycle stages and student groups
 - Analysing performance at a granular level
 - How to use available data sources
 - Analysing small numbers
 - Using the EORR to identify risks to equality of opportunity.

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Q&A

1500 Close

Access and participation data dashboard

Assessment
of own
performance

Matthew Jones

Senior analyst

20 April 2023

Office for
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Dashboard overview

Published on the OfS website, updated regularly:

- www.officeforstudents.org.uk/data-and-analysis/access-and-participation-data-dashboard/

Resources:



- User guides
- Datafiles
- Individualised data available to providers on the OfS portal
- Descriptions, technical documentation and rebuild instructions:
www.officeforstudents.org.uk/data-and-analysis/student-outcome-and-experience-measures/documentation/

See detailed view

See more data →

Help guide

Select a provider

This is the indicators time series view

Indicators

Gaps

Time series

Aggregates

Current mode and level:

Full-time

All undergraduates

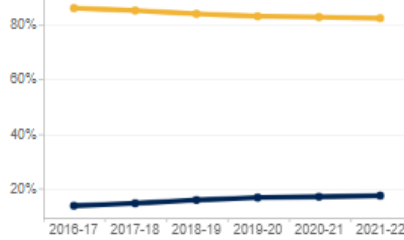
Click a yellow cell below to change the mode and level of study

Level of study	Mode of study	
	Full-time	Part-time
All undergraduates	82%	14%
Other undergraduate	7%	5%
First degree	70%	9%
Undergraduate with postgraduate components	5%	0%

Please use the dropdowns above each chart to display the statistical uncertainty associated with different split indicators.

Disability reported: Indicator values for entrants

Choose a split to show statistical uncertainty



Disability reported
No disability reported

Student lifecycle stage

Access

Continuation

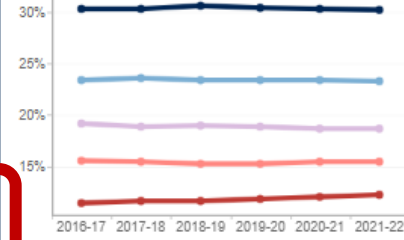
Completion

Attainment

Progression

TUNDRA: Indicator values for young (under 21) entrants

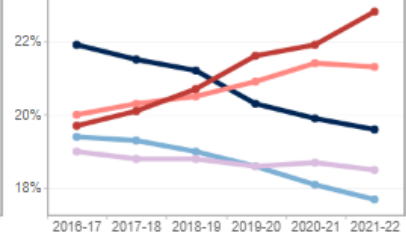
Choose a split to show statistical uncertainty



Quintile: 1 2 3 4 5

Deprivation (IMD 2019): Indicator values for entrants

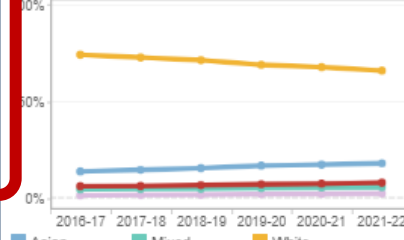
Choose a split to show statistical uncertainty



Quintile: 1 2 3 4 5

Ethnicity: Indicator values for entrants (18 year olds only)

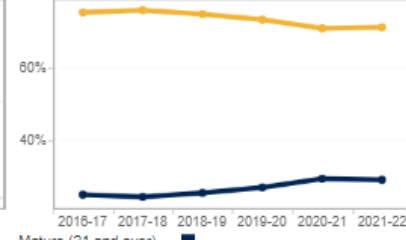
Choose a split to show statistical uncertainty



Asian Black Mixed Other White

Age: Indicator values for entrants

Choose a split to show statistical uncertainty



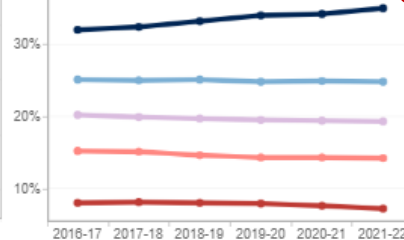
Mature (21 and over)
Young (under 21)

Select lifecycle stage

Show statistical uncertainty

ABCS quintile: Access indicator values

Choose a split to show statistical uncertainty



Quintile: 1 2 3 4 5

Eligibility for free school meals: Indicator values for entrants

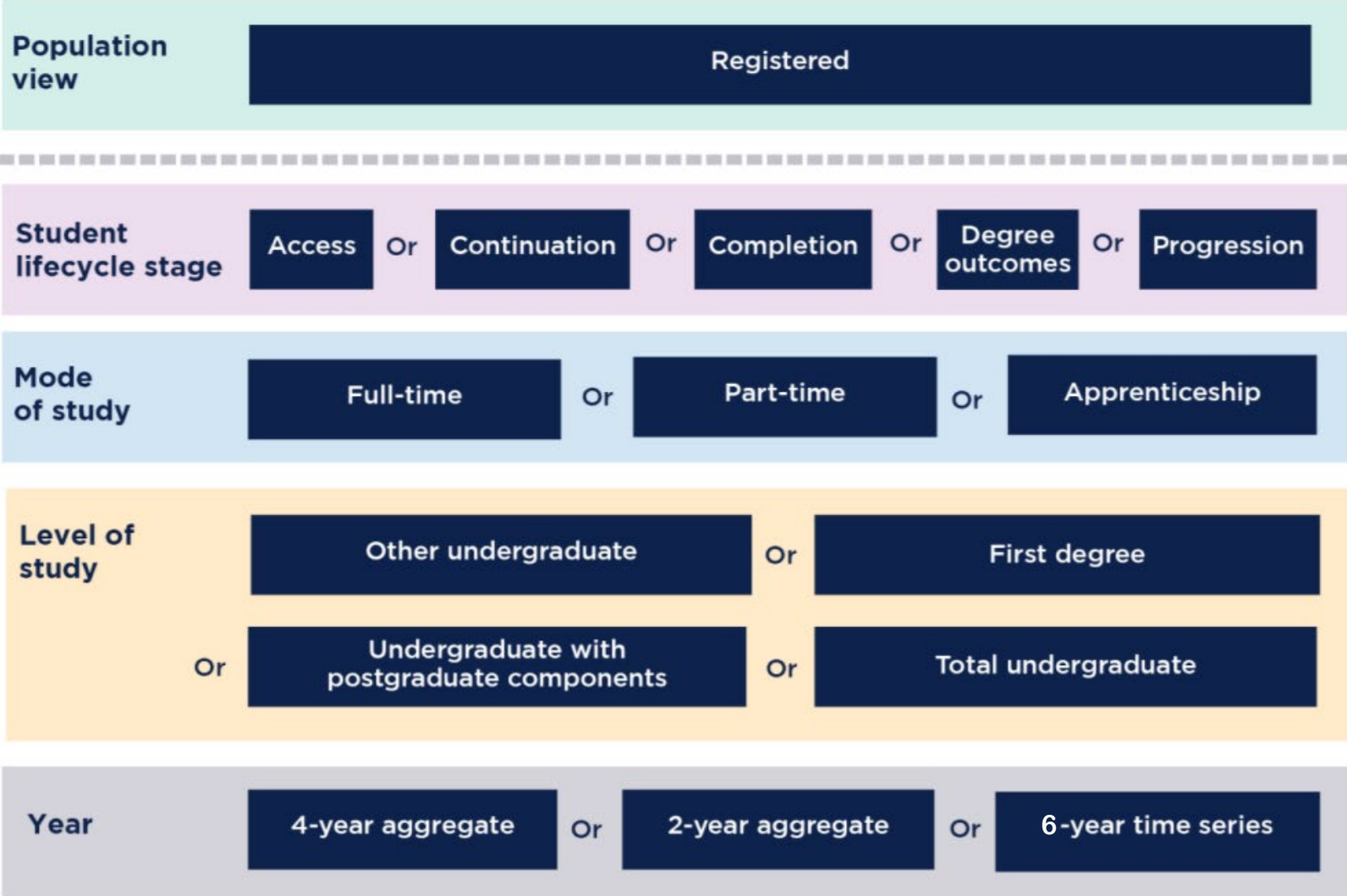
Choose a split to show statistical uncertainty



Eligible
Not eligible

Select mode and level

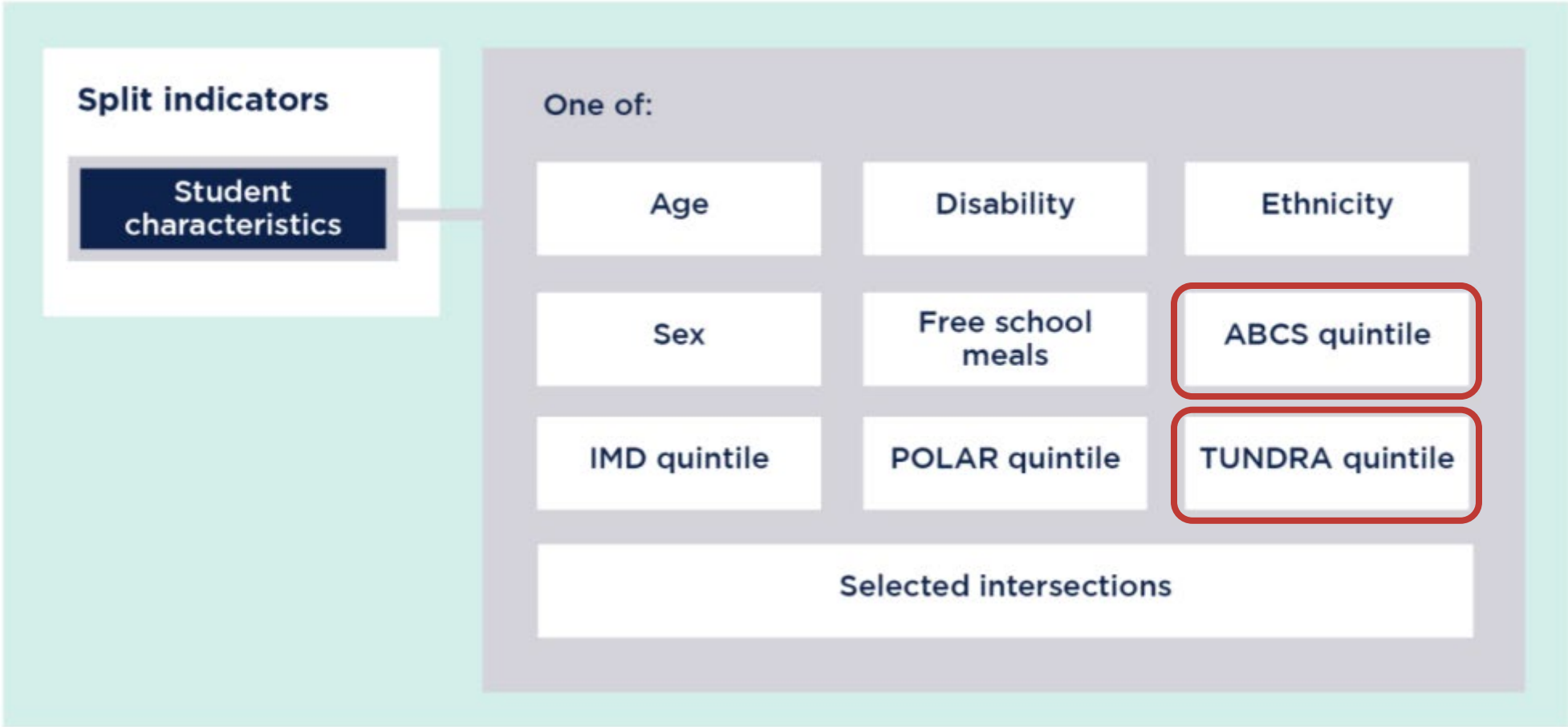
Scope of the data





- **Access** – The profile of entrants to higher education
- **Continuation** – The proportion of entrants at the provider who continued their studies
- **Completion** – The proportion of entrants at the provider who continue into later stages of their studies or complete a higher education qualification
- **Attainment** – The proportion of Level 6+ qualifiers who achieved a 1st or 2:1
- **Progression** – The proportion of qualifiers who progressed to a highly-skilled job, further study or other positive graduate outcome

Student characteristics



Alignment across OfS regulation



We have improved alignment with TEF and student outcomes data, following consultation in 2022. This includes:

- Addition of the completion lifecycle stage
- Use of the Graduate Outcomes (GO) survey for progression
- Apprenticeships are reported as a separate mode of study
- Expanded range of characteristics (addition of TUNDRA and ABCS)
- Minor definitional changes to populations and indicator definitions
- Presentation of statistical uncertainty

Other changes to the dashboard

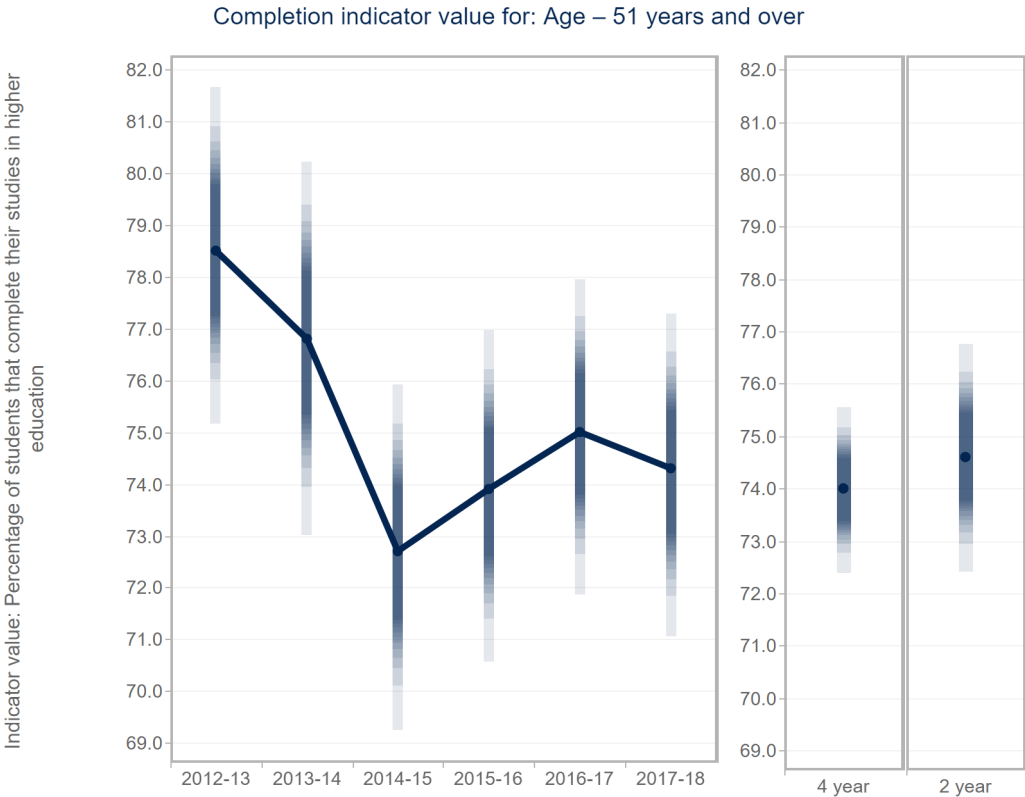
- A six-year time series to give an understanding of the result of new definitions for more historic years
- Aggregate data for the two and four most recent years of the time series
- Temporary removal of population-referenced data for access

Approach to statistical uncertainty

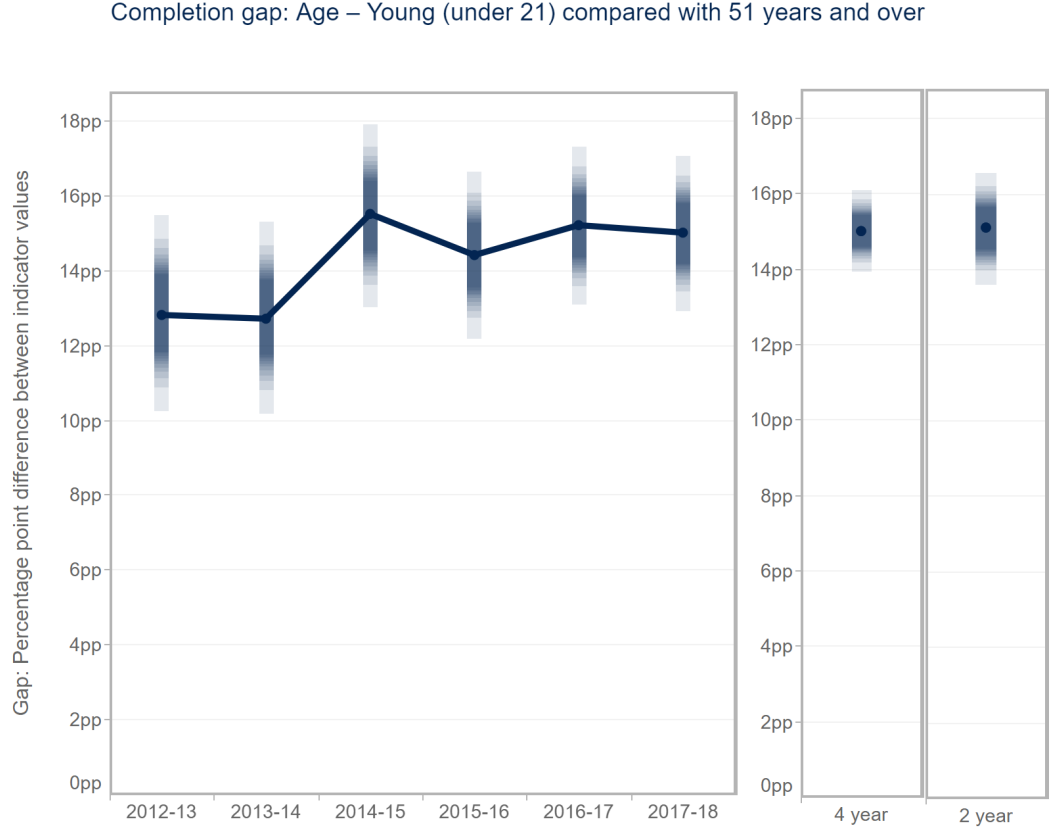
- Represented by shaded bars and aligned with approach in the Teaching Excellence Framework (TEF) and student outcomes
- Show the distribution of uncertainty around indicators and gaps
 - Empowers users to make meaningful interpretations of performance
 - Avoids cliff-edge effects
 - Users can make use of information across a range of significance levels, according to their own priorities
- Detailed technical and policy guidance available on how they are formed and can be interpreted

Presentation of statistical uncertainty

Indicators



Gaps



Agenda

1300 Welcome

Introduction by John Blake

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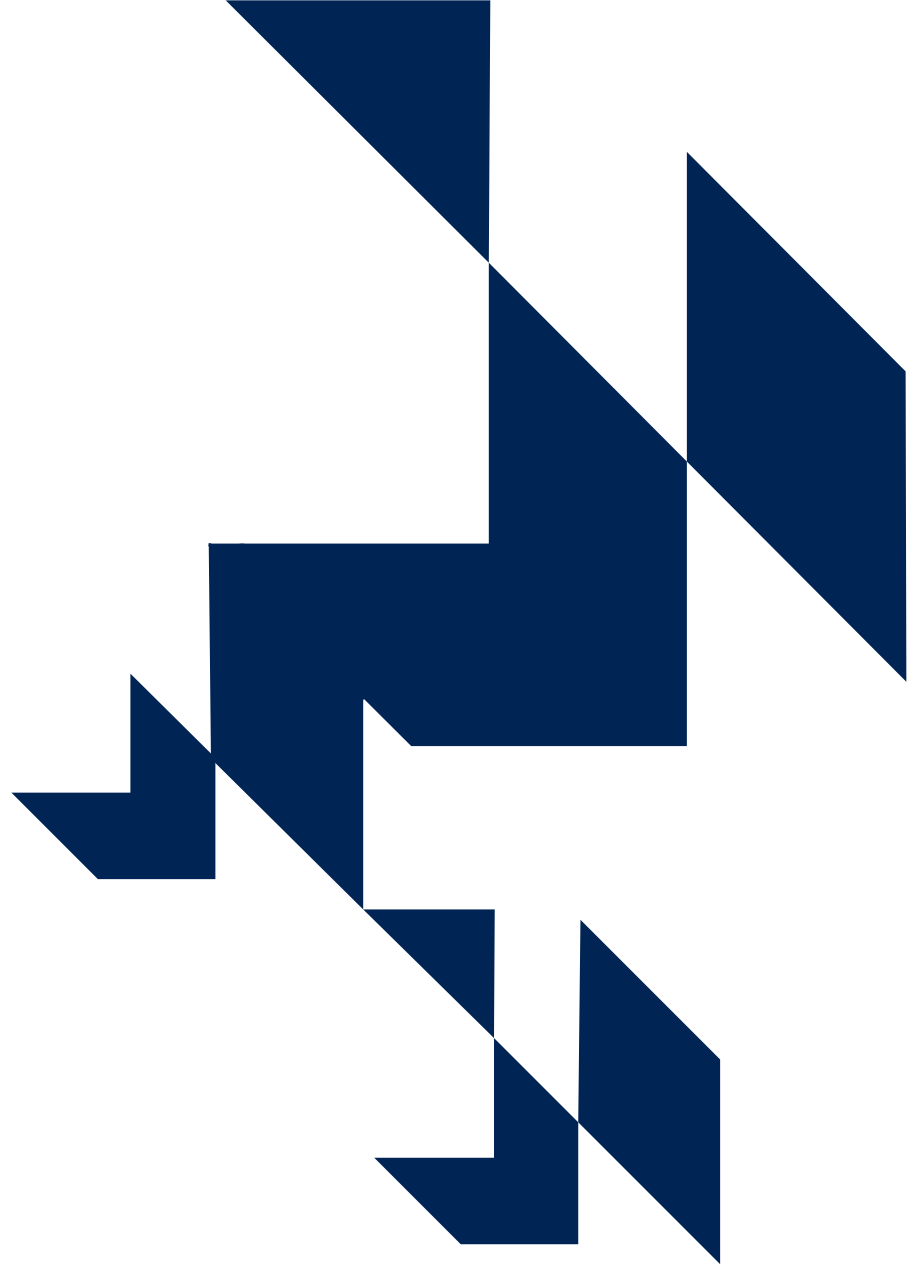
Break

Using the Equality of Opportunity Risk Register

Q&A

1500 Close

10 minute break



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Office for
Students

The logo for the Office for Students, featuring a dark blue square with a yellow square in the top right corner containing the letters 'OfS' in white.

OfS

Using the EORR

A teal-colored circle containing the text 'Equality of opportunity risk register (EORR)' in white.

Equality of
opportunity
risk register
(EORR)

Esther Fisher

Senior Officer – Access and Participation

20 April 2023

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Using the EORR

What we will cover:

1. Overview of the EORR
2. Identifying indications of risk in an existing or potential student population
3. Linking indications of risk to risks to equality of opportunity in the EORR (and beyond)
4. Using the EORR with small student populations
5. Using the EORR with non-existent (or poor quality) datasets

Overview of the EORR

- 12 key risks to equality of opportunity
- Evidenced based, drawing from national datasets and research
- Uses commonly available datasets to indicate potential risk
- But the EORR is not exhaustive: other risks and other impacts exist
- The EORR is a framework to help develop APPs and start conversation

Equality of Opportunity Risk Register
Explore a range of risks to equality of opportunity across the higher education sector.

[About the risk register](#)

Access

Risk 1: Knowledge and skills
Students may not have equal opportunity to develop the knowledge and skills required to be accepted onto higher education courses that match their expectations and ambitions.

Risk 2: Information and guidance
Students may not have equal opportunity to receive the information and

Explore these risks by:

[Indications of risk](#)

[Student characteristic](#)

About the risk register
What is the risk register?

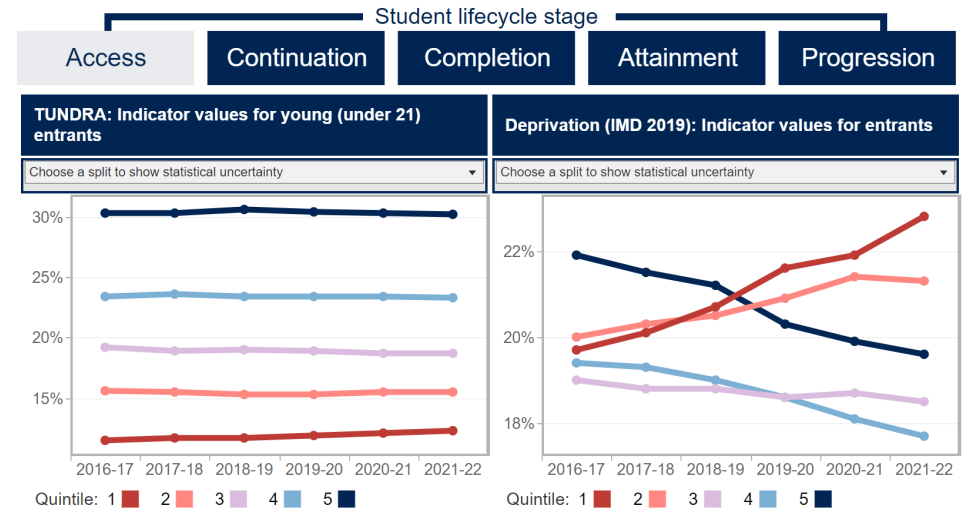
What is the impact of this risk?

Nationally, which students is this most likely to affect?

In a provider context, what are the indications of risk?

Indications of risk

- **Examining data** for gaps; differences in outcomes; changing patterns over years can highlight student groups that may not experience equality of opportunity
- These are ‘indications of risk’
- They may be visible in the APP data dashboard; a providers own datasets or in other nationally available datasets
- e.g. low application:offer ratio for certain students in a particular subject



Student ID	Subject	FSM	Care Flag	GCSEs	KS5	Offer Status	IntScore	PSScore	cSCORE	cA-Level
XXX	English Literature	Y	N	9999887777	AAA	6	8	12	0.75	1
XXX	English Literature	N	N	6655667	A*AA	3	7	5	0.2	0.4
XXX	English Literature	Y	Y	77849878	BCD	2	6	15	0.35	0.6
XXX	English Literature	N	N	7778879	EDUA	8	5	16	1	0.2
XXX	English Literature	N	N	999888554	D*D*	1	7	2	0	0.1

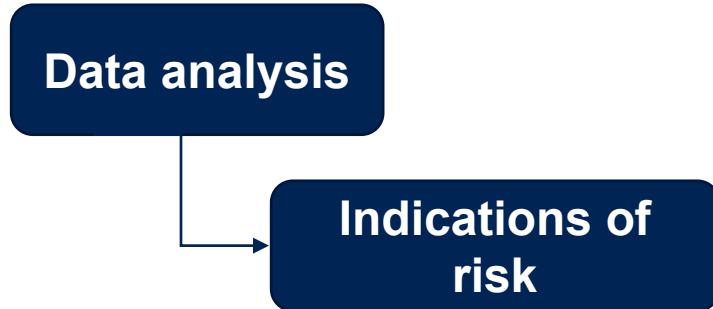


Linking indications of risk to a risk

- Indications of risk are the **result** of the problem
- The related risks in the EORR suggest possible proximate causes of the problem
- May also be provider-specific risks that are not covered in the EORR

Indication of risk	Related risk
Access	
Application rates	Risk 1 → Risk 3 → Risk 4 → Risk 5 → Risk 9 →
Application rates by subject	Risk 1 → Risk 3 →
Application patterns	Risk 1 → Risk 2 →
Progression rate	Risk 1 → Risk 2: → Risk 3 →

Example 1:



EXAMPLE: A provider's analysis of attainment rates split by ethnicity on the OfS access and participation data dashboard indicates that black students have been less likely to achieve a 2:1 or 1st than white students

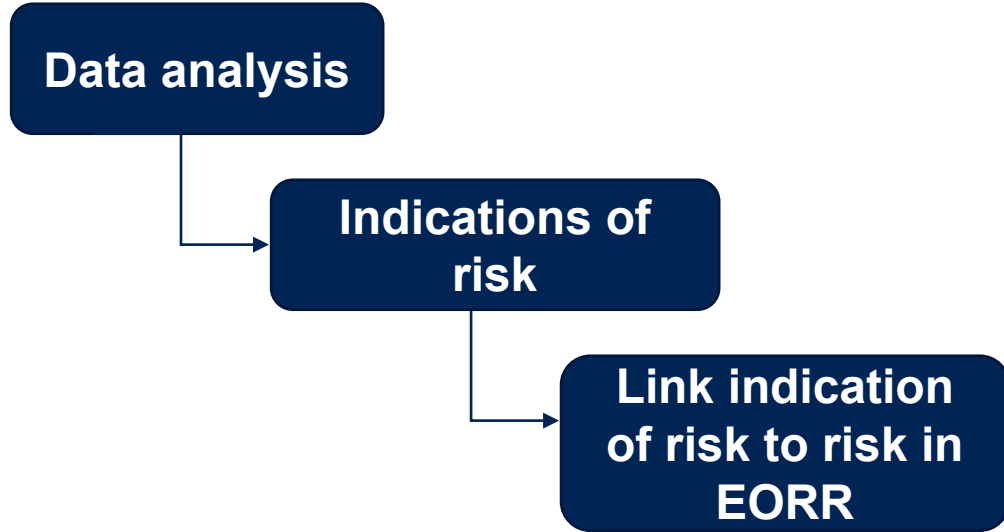
In this instance, the *indication of risk* is that this group of students may be less likely to attain well on course, i.e. attainment

Example 1 cont:

Explore these risks by:

Indications of risk →

Student characteristic →



On course

On-course attainment

Risk 1 →

Risk 2 →

Risk 5 →

Risk 6 →

Risk 7 →

Risk 8 →

Risk 9 →

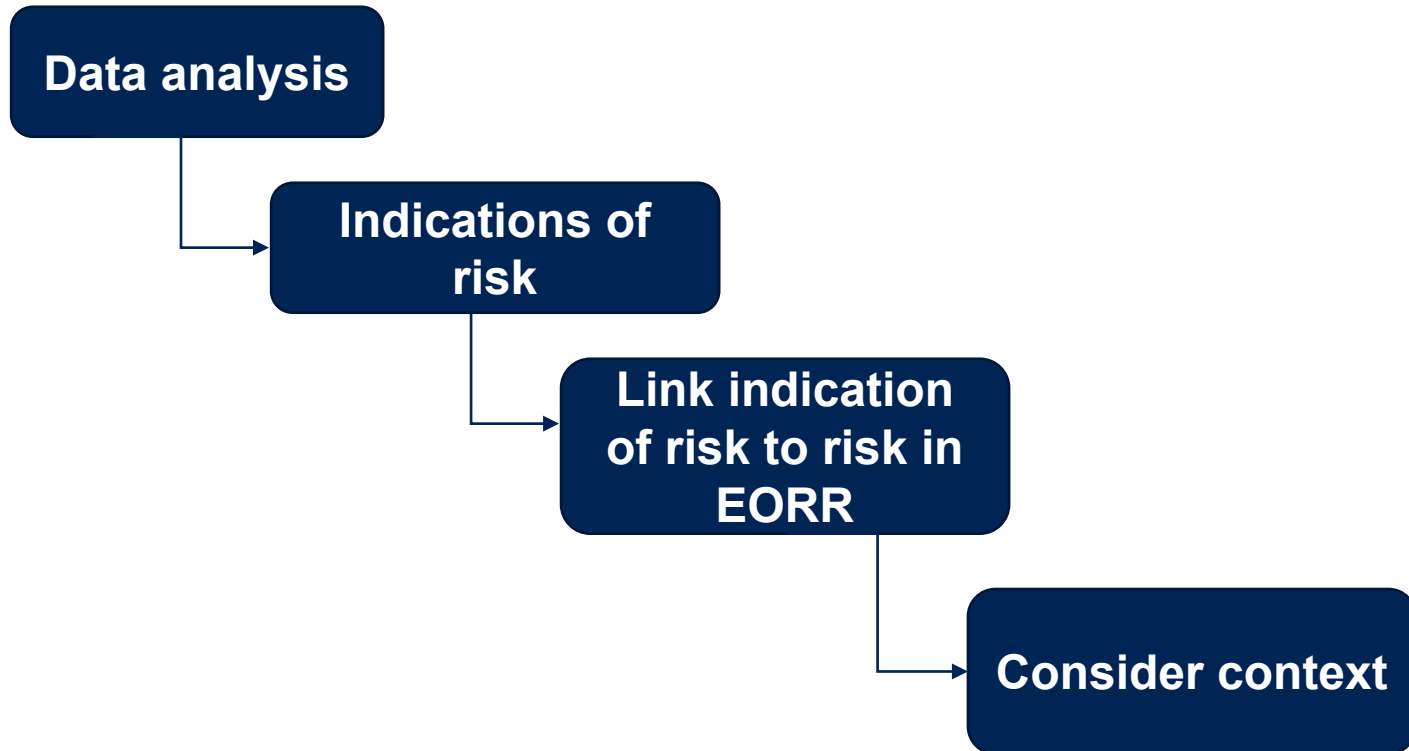
Risk 10 →

Risk 11 →

Page on the EORR website

In this instance, the EORR is showing that there are 8 risks that may contribute to the indication (i.e. low attainment), and 1 risk that may also result from it (Risk 11)

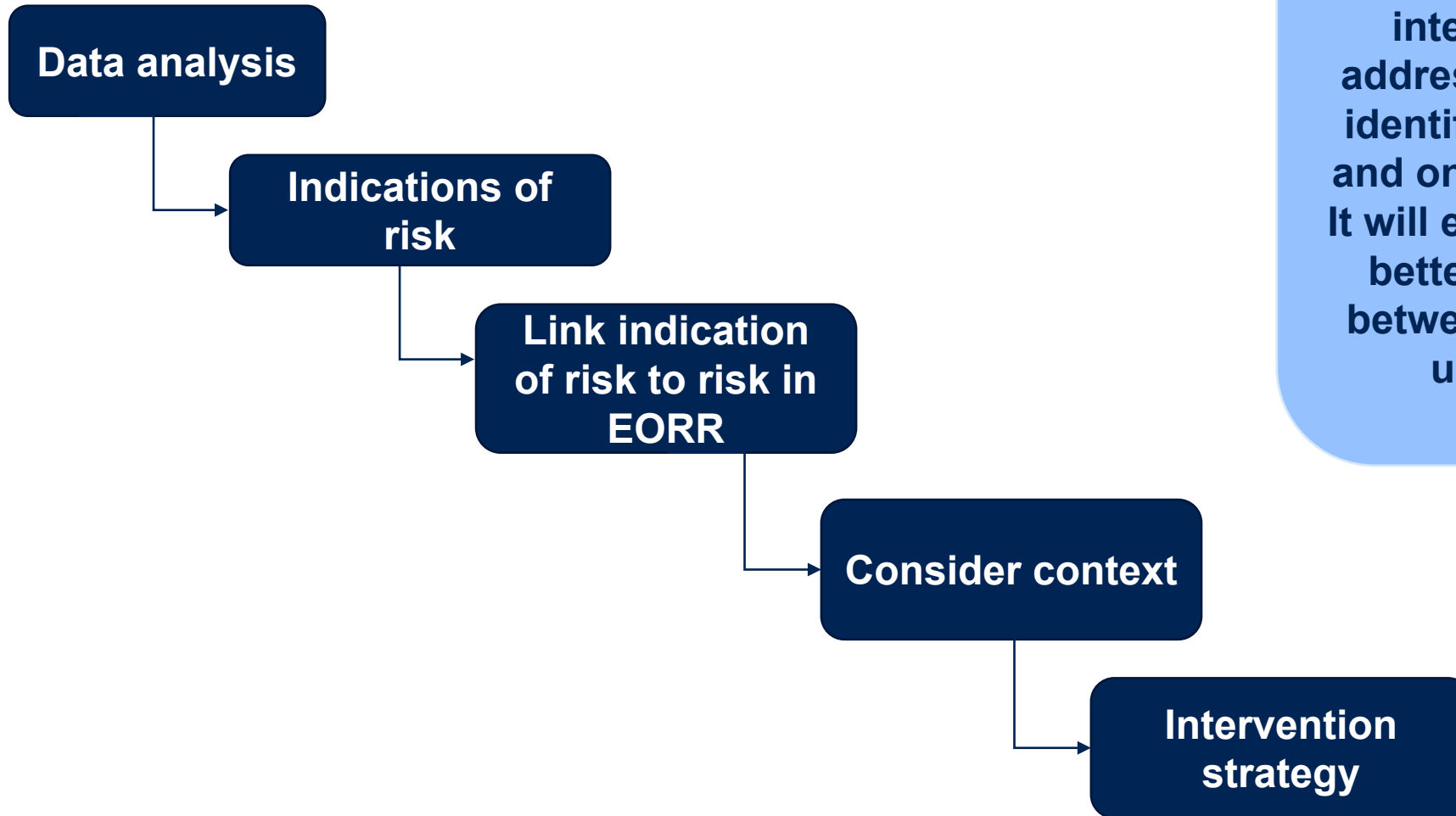
Example 1 cont:



The provider is highly selective and all students have obtained A*A*A* or equivalent at KS5. It therefore decides that Risk 1 (prior knowledge and skills) is unlikely to be causing the outcome.

It also considers risks in its own context: in 2021, there was an increase in reported on-campus racism. It decides this is a risk.

Example 1 cont:



The provider sets out an intervention strategy to address four of the key risks identified through the EORR and one context-specific risk. It will evaluate each activity to better understand the link between cause/effect and to understand impact.

Using the EORR with small student populations

- Where data isn't available for a student group, a provider can draw on the EORR

Student characteristic	Related risk
Eligible for free school meals in the past six years	Risk 1 → Risk 2 → Risk 3 → Risk 4 →
	Risk 5 → Risk 6 → Risk 7 → Risk 9 →
	Risk 10 → Risk 11 → Risk 12 →

Nationally, which students is this most likely to affect? -

Students who are or have:

- been eligible for free school meals in the past six years
- from the following ethnic groups: black – any other background;* white-British;* black Caribbean;* mixed white and black Caribbean; Gypsy, Traveller, or Roma ethnic groups, or the Boater and Showmen communities.
- care experienced
- special educational needs
- male.*

...or with student populations not covered in many datasets

Personal characteristics

Disability
Free school meals status
Care experienced
Estranged
Household residual income (HRI)
Armed forces family
Ex-prisoner
Child in need
Ethnicity
Sex
Gender identity
Age
Religious belief
Sexual orientation
Parental education
Refugee or asylum seeker
Gypsy, Traveller, Roma, Showmen and Boaters (GTRSB)
Service leaver

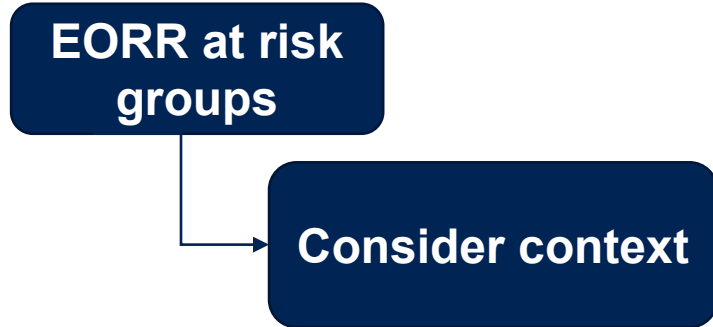
School-based indicators that may interact with personal characteristics

Average attainment 8 score of school
State/independent
Selective state/non-selective state school
Proportion of students eligible for free school meals in the past six years
Progression to higher education rates
Subjects offered at Key Stage 5
Average points score of A-levels

Area-based indicators that may interact

IMD
IDACI
Rural/urban
Coastal/non-coastal
TUNDRA

Example 2:



EXAMPLE: This is a new, small provider. It does not have reliable data on student populations as they have <400 students and have only been in operation for three years.

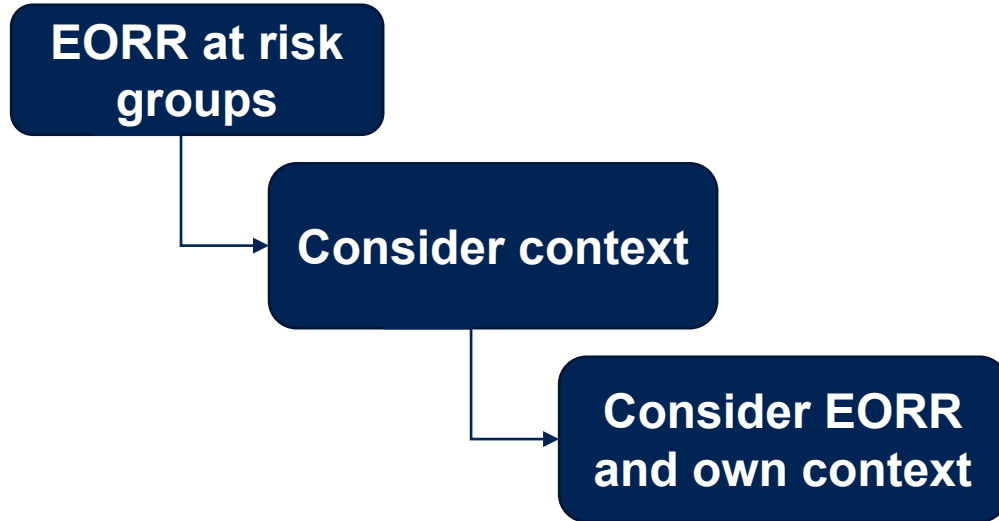
The provider looks at the students nationally affected in the EORR. It also considers its context as a local recruiter of mainly mature students. It also considers student profiles of other similar providers.



Through this, the provider decides that it is likely to recruit a high proportion of mature students; students in receipt of free school meals and black students. It also considers that it is likely to recruit care experienced students.

What is the impact of this risk?	+
Nationally, which students is this most likely to affect?	-
Students who are or have:	
<ul style="list-style-type: none">• disabled• been eligible for free school meals in the past six years• from the following ethnic groups: black British-Caribbean and black or black British - Other; white or Gypsy, Traveller or Roma ethnic groups, or the Boater and Showmen communities• mature• care experienced• female• children in need• special educational needs.	

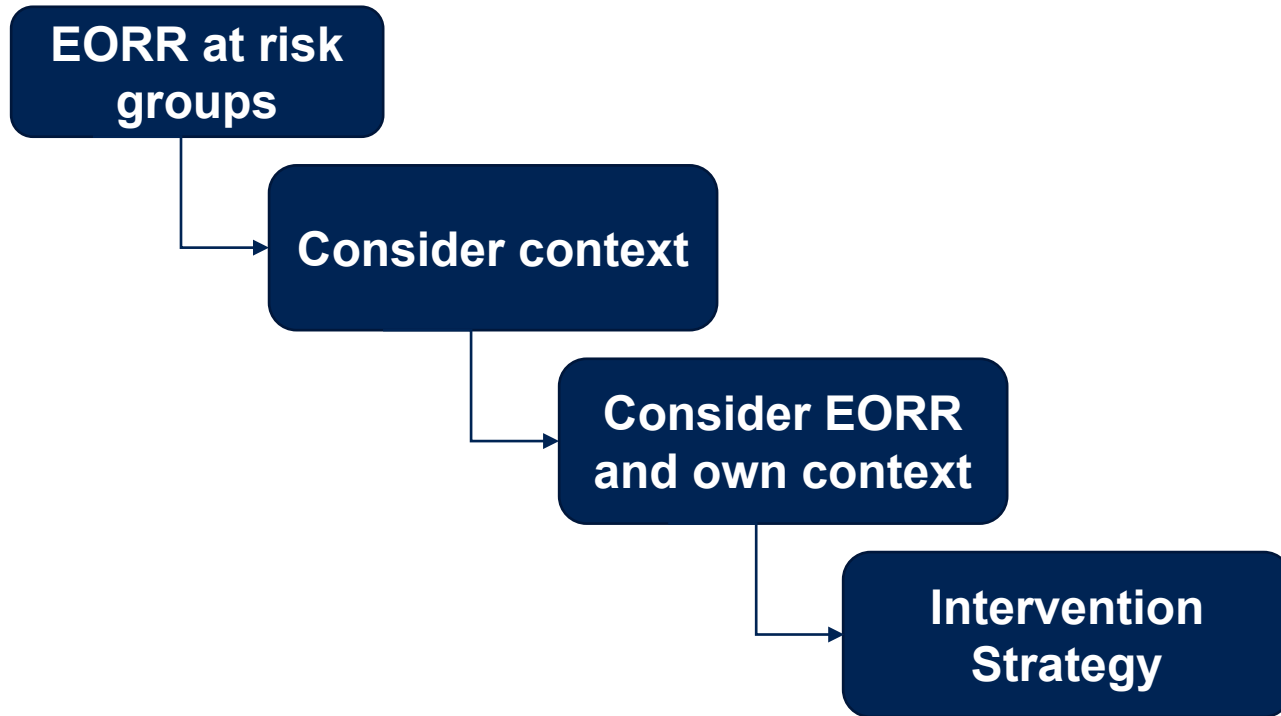
Example 2:



For students who are/were eligible for free school meals the provider considers that they may experience risks to equality of opportunity at access, on-course and progression.

Student characteristic	Related risk
Eligible for free school meals in the past six years	Risk 1 → Risk 2 → Risk 3 → Risk 4 →
	Risk 5 → Risk 6 → Risk 7 → Risk 9 →
	Risk 10 → Risk 11 → Risk 12 →

Example 2:



The provider develops an intervention strategy that is aimed at ensuring equal on-course attainment rates for students who were eligible for free school meals. To achieve this intervention strategy it sets out four activities: one is aimed at pre-16 access and will address risks 1-4). The other three are aimed at addressing on-course risks.

Using the EORR

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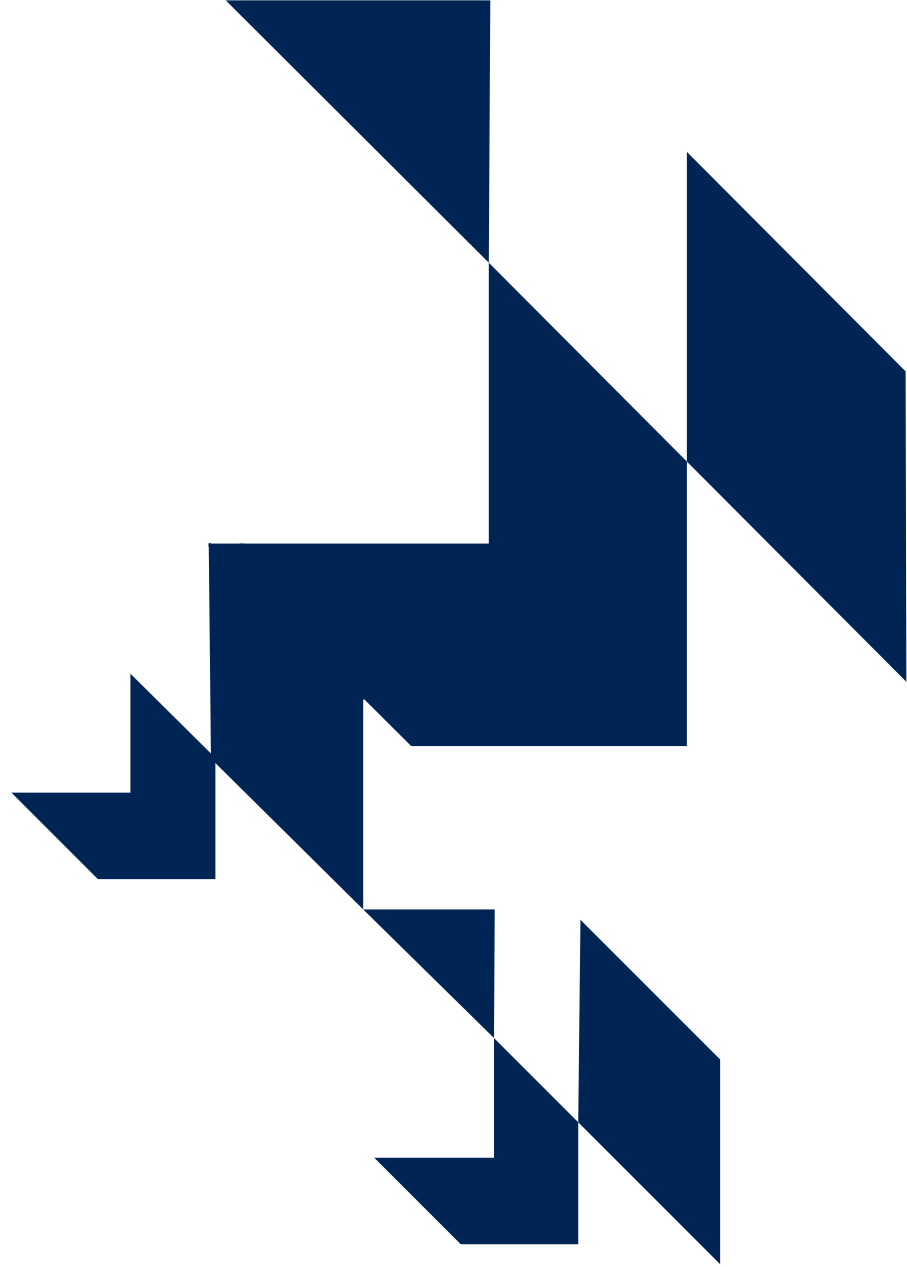
Break

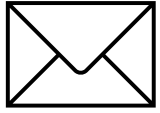
Using the Equality of Opportunity Risk Register

Q&A

1500 Close

Questions and answers

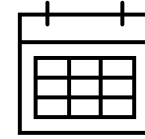




Contact us:
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