



2019-20 access and participation plan monitoring

Provider impact report

This impact report summarises the progress made by Staffordshire 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

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

Our "Connected University" Strategy puts students first, focusing on high quality and relevant courses and excellent learning and teaching. The three Strategic Aims in the University's Strategy are embedded in our Access and Participation Plan. We aim to:

- develop Connected Communities – providing inspirational environments bringing communities together;
- facilitate Innovative and Applied Learning – delivering research and teaching that is integrated and applied, delivering real world learning in a global context;
- support Talented People – by being creative, innovative and inclusive, empowering people to be the very best.

Our Access and Participation Plan for 2019/20 focused on continuously enhancing the infrastructure to support access, student success and progress of all students, whilst taking decisive action to support specific groups

2. Self-assessment of targets

The tables that follow provide a self-assessment by Staffordshire 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 Staffordshire 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)	Proportion of young, full time first degree entrants from state schools	2013-14	98.8%	98%	98%	Percentage	2019-20	98.9	Expected progress
T16a_02 (Access)	Proportion of young, full time first degree entrants from LPNs.	2013-14	21.6%	21.5%	21.5%	Percentage	2019-20	28.2	Expected progress
T16a_03 (Access)	Proportion of mature students entering undergraduate programmes	2013-14	19%	19%	19%	Percentage	2019-20	35.1	Expected progress
T16a_04 (Student success)	Proportion of young, full time first degree entrants no longer in HE after the first year of study	2012-13	9.1%	8%	8%	Percentage	2018-19	9.9	Limited progress
T16a_05 (Student success)	Proportion of mature, full time first degree entrants no longer in HE after the first year of study	2012-13	14.8%	13%	12%	Percentage	2018-19	12.4	Expected progress
T16a_06 (Other/Multiple stages)	Proportion of students entering undergraduate programmes in receipt of DSA	2013-14	6.4%	7.5%	7.5%	Percentage	2019-20	10.8	Expected progress
T16a_07 (Student success)	Proportion of young, full time first degree entrants from LPNs, no longer in HE after the first year of study	2012-13	9.6%	8.2%	8%	Percentage	2018-19	12	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 (Access)	Number of participants in mature and Year 12 activities (Step Up, Summer School etc)	2012-13	110	300	400	Headcount	2019-20	575	Expected progress
T16b_02 (Access)	Percentage of apprentices who are white males, from less affluent backgrounds to exceed 20%.	2016-17	13.6%	15%	16%	Percentage	2019-20	16	Expected progress
T16b_03 (Student success)	Percentage of students from LPNs (POLAR 4 quintiles 1 & 2) undertaking either study, work placement or exchange opportunity abroad.	2016-17	2.1%	4%	5%	Percentage	2019-20	1.9	No progress
T16b_04 (Student success)	Continuation rates of 1st year full time UG young students from LPNs (POLAR 4 quintiles 1 & 2).	2015-16	86%	88%	90%	Percentage	2018-19	88	Expected progress
T16b_05 (Student success)	Percentage of full time UG students from LPN (POLAR 4, quintile 1 & 2) achieving a good degree will reach 70% or greater, at the same pace as the University as a whole.	2015-16	62.4%	64%	65%	Percentage	2019-20	69.6	Expected progress
T16b_06 (Student success)	The proportion of students with a disability who achieve a good degree will reach 70% or greater, at the same pace as the University as a whole.	2015-16	59%	62%	63%	Percentage	2019-20	67.1	Expected progress
T16b_07 (Progression)	Percentage of students from LPNs (POLAR 4 quintiles 1 & 2) who achieve graduate level employment will within 2% that of the University student body as a whole within 4 years.	2015-16	-5.4%	-4%	-3.5%	Percentage	2017-18	-4.5	Expected progress
T16b_08 (Progression)	The proportion of students level employment will match that of the University student body as a whole and at the same pace of improvement as for the University as a whole.	2015-16	-7.7%	-5%	-4%	Percentage	2017-18	-3.39	Expected progress

T16b_09 (Access)	Percentage of white males from LPNs (POLAR 4, quintiles 1 & 2).	2017-18	15.7%	16%	17%	Percentage	2019-20	16	Limited progress
T16b_10 (Access)	To contribute to the deliver of the NCOP partnership target of engaging 6000 young people from disadvantaged backgrounds (as set by NCOP criteria), by delivery of outreach activities with at least 1200 learners per annum.	2018-19	1300	1200	1200	Headcount	2019-20	2264	Expected 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	£800,000.00	£1,356,000.00	70%
Financial Support	£673,500.00	£606,000.00	-10%

4. Action plan

Where progress was less than expected Staffordshire 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_04	A cross-institutional group, that reports into the overarching APP Group dedicated to Student Continuation has been established to ensure that we can most effectively develop a whole-University approach which builds upon the work that we have undertaken and continue to commit to delivering.
T16a_07	A cross-institutional group, that reports into the overarching APP Group dedicated to Student Continuation has been established to ensure that we can most effectively develop a whole-University approach which builds upon the work that we have undertaken and continue to commit to delivering.
T16b_03	While we believe that we will see an impact of placement availability both in the UK and Overseas due to Covid, our development of our Created curriculum will ensure that we are in a good place to take advantage of placements when they become more widely available
T16b_09	In reviewing our access data for APP 2020-25 it was agreed that while we wish to continue to ensure we support students from low participation areas, to do this we need to look to increase students from both black and asian backgrounds where we have a lower than our regional proportion.

5. Confirmation

Staffordshire 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	
Staffordshire 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 Liz Barnes
Position	Vice Chancellor & CEO

Annex A: Commentary on progress against targets

Staffordshire University's commentary where progress against targets was less than expected.

Target reference number: T16a_04
How have you met the commitments in your plan related to this target?
<p>Our ambition to establish an integrated Information, Support and Wellbeing Service which blends enhanced physical services with online, automated, self-serve options for students has been realised. Students are now able to get easy access to staff and services as well as manage their experience, on their terms, at a time that suits them best. We have a comprehensive and connected framework of support and intervention for underrepresented and vulnerable students and our intention to develop a more personalised welcome and transition experience for our students has been met, but continues to be enhanced and developed further to ensure an improved student experience and greater likelihood of continuation. There are areas which we have reviewed through this period and modified our practice based upon competing priorities and the necessity to focus on other areas of priority and significance.</p>
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
<p>Significant work has been undertaken to develop practice and services that will support students who may experience bullying, abuse, sexual assault. The delivery of appropriate care and support can have an influencing role on a student being able to continue with their studies. As part of this connected plan, we have established a team of Sexual Violence Liaison Officers (SVLOs) and developed and introduced 'Report and Support' an online reporting tool that enables students to report incidents that might have taken place on Campus or in any other aspect of a students life. In addition to the intention to develop enhanced pathways and support for mature students, we have begun the process of developing a comprehensive family friendly strategy which recognises our diverse demographic and the many students with caring and parental responsibilities. In addition to the construction of a new Nursery and Forest School key developments which relate to access to parent dedicated facilities, specific catering offers policy and practice relating to learning and teaching have been initiated with the aim of making our students with children feel more included and as such more likely to stay.</p>

Target reference number: T16a_07
How have you met the commitments in your plan related to this target?
<p>Our ambition to establish an integrated Information, Support and Wellbeing Service which blends enhanced physical services with online, automated, self-serve options for students has been realised. Students are now able to get easy access to staff and services as well as manage their experience, on their terms, at a time that suits them best. We have a comprehensive and connected framework of support and intervention for underrepresented and vulnerable students and our intention to develop a more personalised welcome and transition experience for our students has been met, but continues to be enhanced and developed further to ensure an improved student experience and greater likelihood of continuation. There are areas which we have reviewed through this period and modified our</p>

practice based upon competing priorities and the necessity to focus on other areas of priority and significance.

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

Significant work has been undertaken to develop practice and services that will support students who may experience bullying, abuse, sexual assault. The delivery of appropriate care and support can have an influencing role on a student being able to continue with their studies. As part of this connected plan, we have established a team of Sexual Violence Liaison Officers (SVLOs) and developed and introduced 'Report and Support' an online reporting tool that enables students to report incidents that might have taken place on Campus or in any other aspect of a students life. In addition to the intention to develop enhanced pathways and support for mature students, we have begun the process of developing a comprehensive family friendly strategy which recognises our diverse demographic and the many students with caring and parental responsibilities. In addition to the construction of a new Nursery and Forest School key developments which relate to access to parent dedicated facilities, specific catering offers policy and practice relating to learning and teaching have been initiated with the aim of making our students with children feel more included and as such more likely to stay.

Target reference number: T16b_03

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

Our Created Curriculum framework has been developed and this is currently being rolled out throughout all subjects and we expect that the impact of this to come as students progress through the new curriculum

We have developed 2 mentoring programmes, first is a peer to peer mentoring supporting students into university life-284 students have engaged in our first round with 33% of our mentee from BAME backgrounds

the 2nd is a professional mentoring programme involving students being mentored by alumni and industry experts

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

We continued to run dedicated employability weeks, that included Connected Futures in October of 2019 with sponsorship from three key local employers.

1066 students attended across the week, which was the first time that we had over 1000 students attend this autumn showcase.

Target reference number: T16b_09

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

We have successfully implemented our Passport to success in 19/20, with over 600 activities delivered in schools and colleges, and had 1149 enrolments onto passport accounts.

Weekend subject clubs have been setup in Art and design and science and engineering.

Until the onset of covid we had 46 pre 16 students enrolling

The step up programmes have been expanded where we now run a Step up to HE and step up to masters, which is fully funded for students who meet the APP criteria

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

We have reviewed our Schools and college engagement strategy to ensure that we are speaking to a wide number of types of students, and in the case of area's with low participation, we have increased both the number of schools/colleges we visit and the times we visit.

Annex B: Optional commentary on targets

Staffordshire 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	
T16b_01	
T16b_02	
T16b_03	Due to Covid a large number of students who were expected to go onto placement, couldn't therefore both the number of students on placement along with the numbers expected to go onto placement in the near future have dropped
T16b_04	
T16b_05	
T16b_06	
T16b_07	
T16b_08	
T16b_09	Our significant growth in LPN white males has been in our Part time apprenticeships which is seen in our earlier statement. We have changed focus within our APP 2020/21 to focus on increasing the proportion of students from black and asian backgrounds as we have a significant difference in recruitment in these area's compared to our regional demographics
T16b_10	of which 1183 were student from disadvantage backgrounds