

Staffordshire University

Access and Participation Plan 2019-20

1. Introduction

1.1 Staffordshire University, established in 1914, set out to be a modern, relevant and vocationally-inspired institution, working with local industry (initially ceramics, mining and engineering) to support regional economic growth and provide opportunities for the people of Staffordshire. We have built on this strong heritage in our new Strategic Plan. Approved in 2016/17, the “The Connected University” Strategy continues to put students first, focuses on high quality and relevant courses and excellent learning and teaching.

1.2 The three Strategic Aims in the University’s Strategy are embedded in our Access and Participation Plan and all other key strategic documents. 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.

1.3 A number of key workstreams and strategic development projects have been established to deliver this Strategy. Relevant to our Access and Participation Plan are:

- The Student Journey Programme – to ensure a coherent high-quality experience for all students at each stage of their education, recognising the diverse needs of our current students and future changes to education and the workforce. This programme is referenced throughout this document because it spans the range from outreach and recruitment through transition to University, retention of those recruited, supporting academic success and the development of wider employability attributes, leading to employment or further study. Further detail is provided in section 4 below.
- The Digital Vision – including the creation of a ‘Digital Hub,’ enabling any student to access an ever-increasing amount of online support and services from any personal device, from any location, and at any time. It will offer significantly enhanced choice and convenience to students. We will be enhancing our data analytics arrangements to support evidence-based decision-making and targeted interventions to support specific groups of students.

1.4 In recognition of the unique and challenging context in which we operate, we have developed an ambitious long-term strategy, which extends beyond the time horizon of the Strategic Plan. The communities the University both serves, and works in partnership with, face establishes and fundamental socio-economic challenges affecting life chances, including access to Higher Education, student success and progression from University. Based in Stoke-on-Trent, with centers of excellence in Stafford and Shrewsbury and with a base in Lichfield, 28% of our students are drawn from the local Stoke-on-Trent area. 30.2% of neighborhoods in Stoke-on-Trent are classed as being in the most deprived 10% of neighborhoods nationally, placing the local authority 14th overall nationally in the index of Multiple Deprivation¹. Our students² have well-established and distinctive characteristics:

¹ 2015, <https://www.gov.uk/government/collections/english-indices-of-deprivation>

² The students referenced in this document are those ‘qualifying students’ as defined Regulation 5 of the Student Fees (Qualifying Courses and Persons) (England) Regulations 2007, amended in particular by The Student Fees (Qualifying Courses and Persons) (England) (Amendment) Regulations 2008.

- **Commuter Students:** The majority of our students (55% full-time) commute to the University, which presents a range of recognised challenges that the University is actively addressing³.
- **Low Participation:** 46.9% (of all student groups covered by this plan) are drawn from lowest participation neighbourhoods (POLAR4 Quintile 1 & 2), including 47% of full-time undergraduate students and 45% of our part-time undergraduate students. 25.3% of our students are from the deprivation category: 'Income deprivation affecting children'.
- **Mature students:** 52.8% (of all student groups covered by this plan) are classified as mature on entry, including 36.5% of full-time (compared to 21% nationally⁴) and 90% of part-time students (89% nationally).
- **Multiple deprivation:** 59% (of all student groups covered by this plan) are characterised by two of the above three criteria; and 14% by all three. 20.1% of all students are from 20% of areas identified in the index of Multiple Deprivation.
- **Black Asian Minority Ethnic (BAME):** 17.7% (of all student groups covered by this plan) are from a BAME background, including 20% of full-time undergraduates (compared to 21% nationally) and 14% part-time undergraduates (16% nationally).
- **Disabled students:** 15.1% (of all student groups covered by this plan) have a declared disability, including 18% of full-time undergraduates (compared to 13% nationally) and 8.5% part-time undergraduates (18% nationally). Only 40% are currently registered for a Disabled Students' Allowance (DSA), a trend that is being actively reviewed.
- **Care leavers:** 1% of full-time students are care leavers. We evaluate the needs of this group. Examples of the support we provide are given below.

1.5 We are particularly active in the position of part-time higher education, despite the funding disparities that have caused other providers to reduce their part-time provision. We are proud to have been an early proponent of fast-track (accelerated) degree programmes and we are now embracing the opportunities supported by the Apprenticeship Levy to develop a wide range of higher and degree apprenticeships, working with local and national employers.

1.6 Our Access and Participation Plan for both 2019/20 and the remaining period of the current Strategic Plan is focused on continuously enhancing the infrastructure to support access, student success and progress of all students, whilst taking decisive action to support specific groups. Our assessment of current performance (in section 3 below), clearly demonstrates that we are very successful in terms of widening access and participation, and our graduate outcomes are relatively good despite significant adverse labour force and economic conditions. Our area of challenge is student success, because we are working with many students affected by multiple indices of deprivation. In particular, there are two overlapping groups of students on which we are focusing:

- **Commuter Students** – Owing to the increased costs of higher education and the removal of maintenance grants, many of our students from low participation neighbourhoods choose to live at home. A significant number are mature on entry and may not have studied for some time. Some are travelling significant distances to attend. Many students have work commitments (and in some cases caring commitments) that need to be balanced with their studies, which are undertaken on either a full-time or part-time basis. Intelligence on these students suggests that they potentially have difficulty accessing traditional student services and coping with a fragmented and/or inflexible timetable because the commuting costs in time and money are high. The transition into university can be very challenging and these students may feel marginalised from the university community. These challenges are reflected in the lower

³ <https://www.theguardian.com/education/2018/jan/30/commuter-students-debt-universities-live-home>.
<http://www.lizthomasassociates.co.uk/projects/2018/Commuter%20student%20engagement.pdf>

⁴ All comparative national data cited in this section are taken from HESA 2016/17 data at: <https://www.hesa.ac.uk/news/11-01-2018/sfr247-higher-education-student-statistics/numbers> Full-time/part-time undergraduates equate to the 'first degree' and 'all nations' criteria provided by HESA.

retention rates of these students and in terms of academic attainment. We explain below how we are developing both the “sticky campus” (through the Student Hub initiative and through a programme of sports, cultural and other social events) and our Connected Community strategy (using partnerships and other networks, and digital technological innovation in terms of learning and teaching through the Connected Curriculum).

- **BAME Students** – A significant proportion of BAME students are also commuter students and are from low participation neighbourhoods. We have a dedicated working group reviewing the attainment gap in particular for BAME students. Formal proposals have recently been received by the Student Experience Committee which reports in to Academic Board. Details of actions identified are detailed in section 3.2 below.

We engage cross-university approaches to address the significant challenges facing our students and to reflect the flexibility of our provision (in terms of location, mode and patterns of delivery). These comprise:

- The use of data and intelligence to segment and evaluate the characteristics and specific barriers to entry and success faced by commuter students, BAME, mature and white male students. Informed by national and international research, we design tailored support packages for specific groups. These are often developed from pilot projects conducted by specific departments or with a specific group of students, which are then rolled out across the University. We have a track record of successfully engaging these approaches, reflected in the successful recruitment and support of disabled students (see section 3 below).
- The provision of physical and virtual support services and resources, which complement one another and are available anytime or any place. Our work on the Student and Digital Hub (described below) augments this approach and represents a step-change in our support for students.
- The development of an undergraduate ‘Connected Curriculum’ which promotes meaningful and active engagement (as opposed to physical attendance) and which focuses on building social capital. This will be achieved by providing all students with opportunities to engage in interdisciplinary work, understand international perspectives (including student mobility programmes), improve their employability skills and network, and develop qualities such as critical thinking, resilience, self-reflection and independent learning. We are developing flexible timetabling, digital resources and innovative learning and teaching and assessment strategies. We aim to group face-to-face teaching sessions that require on-campus attendance, to create blocks of time for students to undertake independent study or work.

1.7.1 There is ongoing collaboration between the University and the Students’ Union, with full student representation on all committees. Student Ambassadors and Interns are employed on projects and as part of the widening participation and engagement programme of activities, working with staff to shape the provision on offer to all students of the University. This is reflected in the preparation of the Access and Participation Plan which has been developed in collaboration with students through the Students’ Union Student Representatives’ Scheme, Students’ Union Officers and Student Ambassadors. The development and delivery of the Plan is monitored through an Access and Participation Monitoring Group, the membership is drawn from the students, Students’ Union, Academic Schools and Services across the University. This includes representation from our Schools and Colleges and Academic Partnerships teams, partnership managers and link tutors. We recognise the challenges of ensuring all students are fully represented, particularly vulnerable, ‘hard to reach students’. To address this, and draw students from a range of backgrounds, we identify students in several ways including: through the use of personal tutors, social media and specific Students’ Union clubs and societies – such as the Mature Students Society. We seek to recruit Student Ambassadors who reflect our student cohort and we ensure Ambassadors at events match the characteristics of the student cohort expected at the events, for example Student Ambassadors with family commitments attend events for students with family

commitments. The Access and Participation Monitoring Group meets regularly to work on the implementation of the Plan; reviewing progress to targets, using action trackers which draw together the work across the university to ensure delivery.

1.8 Our approach to access, participation and student success accords fully with the University’s Equality, Diversity and Inclusion Statement, in particular Equality Objective 1 (Inclusion): “To ensure an environment which actively promotes social and educational inclusion and equality of opportunity for everyone who works or studies at or visits the University.” This Equality Objective has been mapped to the Student Journey Programme which is the strategic and operational framework in which our work on widening access and participation and enhancing student success resides. An Equality Impact Assessment (EIA) has been conducted for our Access and Participation Plan 2019/20. This assessment process has confirmed that none of the protected groups are expected to be impacted negatively by the implementation of the Plan. The following groups will be the principal beneficiaries and positively affected:

- BAME;
- low socio-economic status;
- mature (many of whom will have caring responsibilities).

2. Fess, student numbers and fee income

2.1 We intend to continue to charge the maximum permitted level of fee, currently £9,250, to full-time undergraduate Home/EU students. The fee is charged pro rata (by number of credits) for part-time students, with the maximum part-time fee in a year being £6,935. A lower fee of £7,375 is charged for the foundation year for certain programmes. From 2019/20 onwards, we will charge £11,100 for our accelerated degree programmes with the maximum part-time fee in a year being £6,935.

2.2 The University also reserves the right in 2019/20 and beyond, to apply annual increases to the tuition fee levels set out in this Access and Participation Plan up to the figure in the Office for Budget Responsibility’s Retail Price Index, excluding mortgage interest payments (RPI-X).

2.3 The Resource Plan (accompanying this document) provides full information on estimated numbers of students in each category and the associated estimate of fee income.

3. Assessment of Performance

3.1 Access and Participation

In this area we exceed HESA benchmark standards and we are achieving the specific targets in our existing Plan for 2018/19.

Target Description	Baseline data	Target 2018/ 19 Plan	Latest performance: 2016/17
Proportion of young, full-time, first degree entrants from state schools	98.8%	98%	99%
Proportion of young, full-time, first degree entrants from LPNs	21.8%	21.5%	24.7%
Proportion of mature students entering undergraduate programmes	19%	19%	19.4%

Our detailed analysis (summarised in the table below) demonstrates that, through our outreach work, we are successfully attracting applications from under-represented groups and maintaining

engagement throughout the admission process. For example, a greater percentage of mature students enrol than apply. This may be partially attributable to the characteristics of mature applicants; for many of whom we are their local university. This pattern is also true of BAME students and those with a declared disability. Our analysis of POLAR4 quintiles 1 and 2 also shows a consistent percentage of applicants continue to enrolment; again, reflecting an accessible approach. We have recently begun monitoring closely data concerning care leavers.

Access		Mature	POLAR4 quintiles 1& 2	Disability	BAME	Care Leavers
Applications	2016/17	29%	47%	12.7%	20%	Not available
	2017/18	27%	46.7%	13.4%	17.7%	1.3%
New Entrants (UG and PGCE)	2016/17	41%	46.2%	17%	22.3%	Not available
	2017/18	36%	46.0%	16%	20.7%	0.9%
Difference	2016/17	12.2%	-0.8%	4.2%	2.3%	Not available
	2017/18	9.2%	-0.7%	2.5%	3.0%	-0.4%

We continue to enhance access to higher education through our significant schools' liaison and recruitment provision locally and regionally, using the output of the Student Journey Project to shape our early engagement and academic outreach work. We work with Port Vale Football Foundation and Academy, which enables us to gain access to hard-to-reach parents of local students with multiple indices of deprivation. Working extremely closely with The Stoke Opportunity Area, Higher Horizons+ and NCOP, we also continue to develop innovative programmes such as our on-campus residentials, our careers advisor network and our expanding partnership with Alton Towers. This also ties in with plans to provide Information Advice and Guidance (IAG) and Maths and English level 2 support across the Stoke-on-Trent Opportunities Area. For details of new initiatives that are under development, please refer to section 4.1 below.

Our Student Journey Programme has a specific focus on the support provided through the transition to higher education. An example of this is our spiral induction approach as a means of reducing withdrawals, increasing student engagement and improving our students' sense of belonging and attachment to the University. Spiral Induction comprises the delivery of a blended programme of activities, interventions and opportunities, which are delivered throughout our students' transition into study with us, and which continues throughout their studies. The programme focusses on academic-related support, information and experiences, but also includes activity related to community engagement, social life, health and wellbeing and careers and employability. This commitment to delivering ongoing support through the various transitions is intended absolutely to ensure that our students are supported but also empowered to overcome, progress and succeed. We are developing a programme of sporting and social events promoted to commuter students, to encourage them to spend more time on our campus and increase their sense of belonging – hence the term 'sticky campus'.

Whilst nationally almost 42.5% of young people now progress to higher education, the University figure for white males from POLAR4 quintiles 1 and 2 is just 10.2%. In part we are addressing this sector challenge through developing courses that are known to be popular with this group. The growth of our Computer Games area and launch of our eSports courses has already led to a rise in the recruitment of white working-class males. We are developing a number of targeted strategies to support them, including the development of a curriculum linked to raising aspirations, underpinned by a highly structured step-by-step framework of guidance and support for independent working. We will also support the development of organisational skills, perseverance and emotional support to enable the management of anxieties. Key support staff and learning mentors will be trained to understand and support the issues of 'white working-class boys'.

We have also established a comprehensive and structured framework of support for Care Leavers and Estranged Students, working collaboratively with care providers, local authorities and care workers, to raise the aspirations of young people in care. These students receive dedicated support from our staff from point of enquiry to graduation and beyond. They are also guaranteed accommodation in Halls of Residence for 52 weeks per year, as well as specific financial support and priority access to the University Hardship Fund.

As a signatory of the Armed Forces Covenant, we are committed to supporting the armed forces community. Over the next two years, working in partnership with the armed forces Community Engagement Team, we will establish a project to understand the particular needs and challenges faced by our students from an armed forces background. The findings of this will lead to an action plan of targeted student support.

Across the institution, we know that progression routes into higher education for students who are less confident, or underachieving are key to widening access. Our recently formed Foundation Year Working Group ensures that we have a comprehensive portfolio of foundation year routes mapped to all of our courses, some of which are embedded in our local FE College partners' provision, providing level 3 entry across the University. We are also working with our local schools and colleges to promote foundation year access to the relevant students, many of whom present with non-traditional qualifications. The foundation year includes significant additional support such as tailored Maths interventions, student-organised industry field trips, and regular events to create connections, aid progression and promote a sense of belonging.

HEFCE recently identified our innovative "Step up to Masters" course as best practice in the sector in attracting, recruiting and retaining both part-time and mature applicants who had been out of education for some years. This 10-week intensive pre-sessional course, which runs four times a year, effectively prepares students for the transition to higher education and provides the academic skills and resilience training needed for academic success.

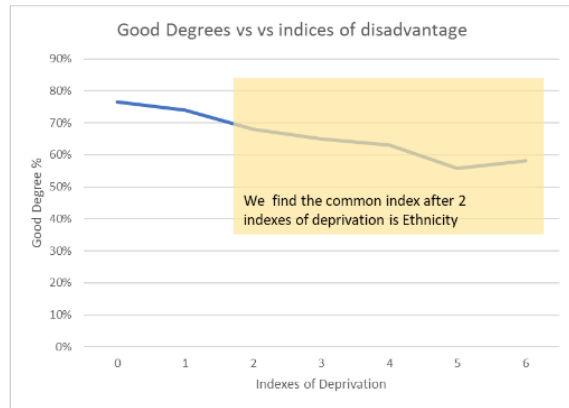
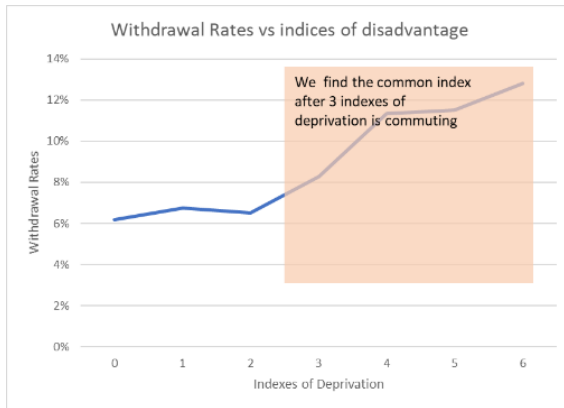
3.2 Student Success

This is a strategic priority and a challenging area because we are supporting students with one or more markers of disadvantage, for example, 88% of our commuter students have additional indices of deprivation. Recent performance in relation to the three key measures we use is detailed below.

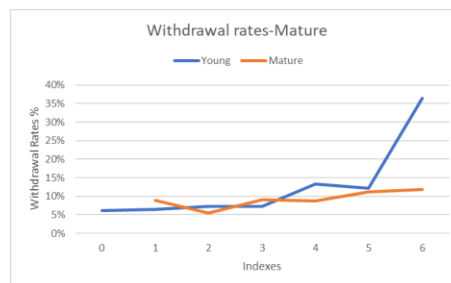
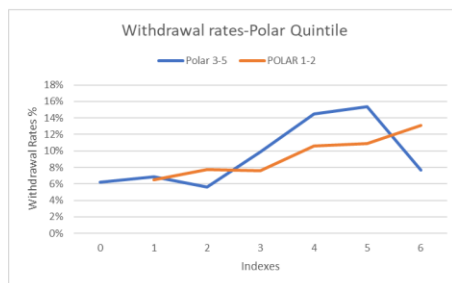
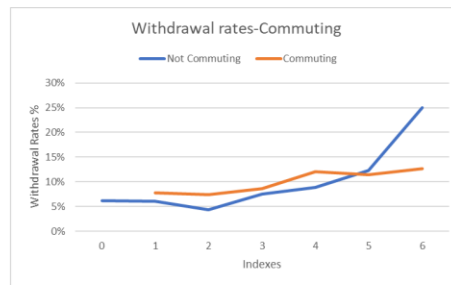
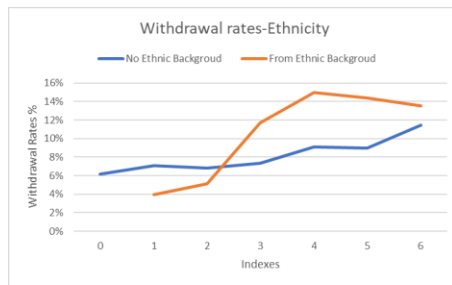
Target Description	Baseline data	Target in 2018/19 Plan	Latest full-year performance: 2016/17
Proportion of young, full-time, first degree entrants no longer in HE after the first year of study	9.1%	8%	11.1%
Proportion of mature, full-time, first degree entrants no longer in HE after the first year of study	14.8%	13%	15.8%
Proportion of young, full-time, first degree entrants from LPNs, no longer in HE after the first year of study	6.4%	7.5%	7.1%

The graphs below provide an analysis of the number of indices of deprivation against student success (withdrawal rates) and attainment, defined as securing the highest classifications ('good degrees'). This clearly demonstrates that most disadvantaged students (with multiple indices of deprivation) are more likely to withdraw and less likely to achieve a higher degree classification.

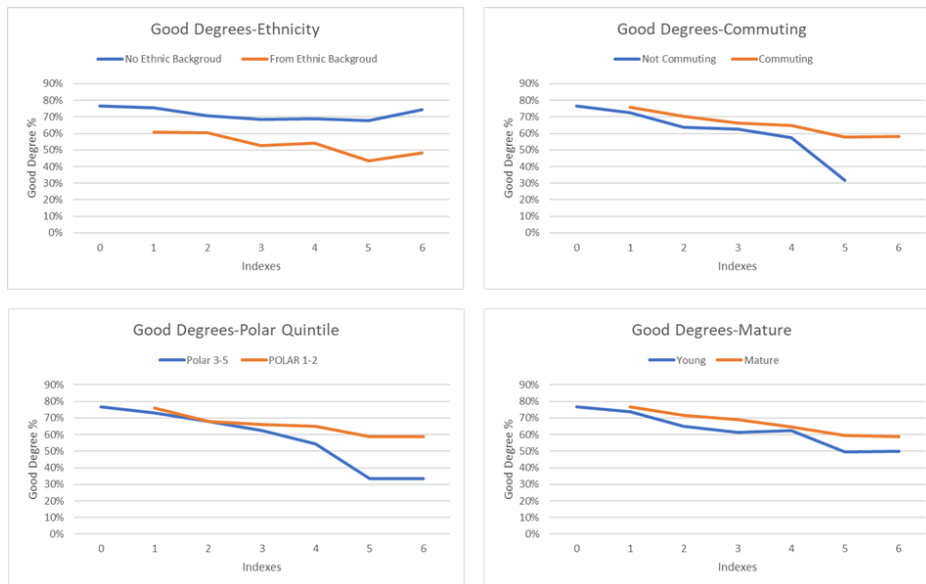
Students from a BAME background with either no additional marker of disadvantage are less likely to withdraw, however, are less likely to achieve the higher degree classifications (see below).



Further detail is provided in the graphs below. When a BAME student has three or more deprivation indices, their likelihood of withdrawal is significantly higher than for non-ethnic students. Generally, commuting students are more likely to withdraw than non-commuting students.



The graphs below focus on good degree achievement, comparing good degree achievement to the number of indices of disadvantage held by a student.



This analysis demonstrates that BAME students (at all points of intersection of disadvantage) are less likely to achieve a good degree than white students. Based on 2016/17 data, the attainment gap of BAME students achieving a 'good degree' is 20.5% for full-time undergraduates, compared to 14% of all universities in England. Addressing issues for BAME students is a critical strategic focus, which underpins our work in developing a fully-inclusive Connected Curriculum (see next section) and includes using work from BAME role models and successful case studies to engage the BAME community.

Given the scale of the challenges, from 2019/20 we are prioritising investment in the area of student success (see section 5).

We are working collaboratively on a regional partnership project - Data Response Initiatives as a Vehicle for Achieving Equity in Results (DRIVER), supported by the HEFCE Catalyst Fund. We are addressing barriers to student success by developing learner analytics dashboards to inform personalised student support and interventions, supported by staff training and support. The project is using an institutional change model of inclusion which is transferable to other institutions. Our focus is on BTEC students entering HE from Stoke-on-Trent College, where students are highly represented from disadvantaged backgrounds (such as BAME, commuter, mature and those from low socio-economic backgrounds) and are less likely to attain a 'good degree'. Examples of initiatives and interventions which are emerging from the project include new student focus groups to address areas of concern; CPD sessions for Personal Tutors on learner conversations; and use of dashboard to highlight specific risk factors. This approach will be rolled out to address the BAME attainment gap.

The Attainment Working Group has recently completed a detailed review of BAME attainment, informed by analysis of our own students and sector research and good practice guidance. In addition to the University-wide developments in terms of student support, digital resources and the curriculum (detailed in section 4 below), a wide-ranging action plan is being developed and implemented, including:

- Staff training on unconscious bias.
- Mentoring, the development of BAME advocates and tailored support including the promotion of role models.
- A review of approaches to learning and teaching, the modules offered and the teaching materials (see below)

- Working with the Students' Union to welcome, induct and engage BAME students in the life of the Union and the University; and develop a more student-led focus on BAME representation across the University.
We are conducting two key projects related to the academic support of BAME students:
- A pilot project led by the School of Life Sciences and Education, working with GRIT. GRIT works with schools, colleges and universities, building programmes which enable all students to develop resilience, belonging and confidence. The focus for students will be on 'realising potential' and breaking down barriers to achieving personal goals. GRIT also work with staff to help them examine their own mindsets and understand ways in which they may – unwittingly – be limiting the contribution they can make to students. Following an evaluation of the pilot, it is intended to deliver this more widely for students from other Schools across the University.
- A project to create the "Raising Attainment Roadmap". The aim is to provide modular-level data analytics to module leaders, facilitating an evidence-based approach to intervention development. Based on early indications of success, we aim to roll this out across the University.

Apart from BAME students, no other group of students has an equivalent attainment gap. Students from low participation neighbourhoods and disabled students are more likely to achieve a good degree compared to a student without those particular characteristics of disadvantage. We believe that this is the result of resilience developed with our support services. For example, our 2016/17 NSS results demonstrated that students with specific learning disabilities (including dyslexia, dyspraxia, ADHD) feel part of a community of staff and students (79.7% Staffordshire University, 73% sector average).

We promote the importance of dedicated student support to all disabled students, to enable them to fulfil their potential. This is reflected in 66% of our disabled students achieving a 'good degree', and 80.3% of our disabled students progressing into graduate level work or further study. To further encourage all eligible students to apply for their DSA entitlement, our Enabling Team is initiating an earlier intervention with enhanced student support during transition to the University and throughout their student experience.

A strategic priority for both the University and the Students' Union is to provide effective and appropriate Mental Health and Wellbeing Services for our student community. The increase in students experiencing mental ill health and accessing our services is reflective of similar increases across the sector. Based on research commissioned by the Students' Union, we recognise that our students experience more mental ill health and associated challenging life issues than at many other institutions. This reflects a significant proportion of our student body being characterised by multiple forms of disadvantage. We are developing a holistic and connected community wellbeing framework. Partnering with the Charlie Waller Memorial Trust (CWMT), we are working to establish a multi-tiered, training and development programme for our students and their supporters. The intention being to raise awareness of mental health, challenge the stigma associated with it and to provide our community with the tools and skills to be able to offer their support and assistance to their fellow students and staff members.

3.3 Progression from Higher Education

The regional economic context in which we operate presents a number of significant challenges in relation to graduate prospects. The Stoke and Staffordshire LEP Plan (2014) noted that this geographic area is below average in terms of productivity and enterprise/business start-ups. The city of Stoke-on-Trent has significantly fewer professional jobs than other cities of a similar size. Travel to work analysis indicates that the labour market is relatively contained, with 64% of people living and working in the City. Given these challenges, we are proud of our track-record. In the Destination of Leavers of Higher Education (DLHE) 2015/16, 97.4% of our students reported that they were in employment or education: 83.08% of graduates were working and a further 14.3% in further education within 6 months of graduation. This compares with a national average of 94.3%

and HESA benchmark of 93.5%. Our analysis of graduate prospects shows that if a student with multiple indices of deprivation completes a degree, the experience has, generally, better equipped them to progress into graduate level employment and/or further study. BAME students are less likely to achieve the best graduate outcomes, which may in part reflect their social capital and their degree outcomes. We therefore expect BAME students to be the key beneficiaries of changes to the curriculum and employability detailed in the next section.

4. Delivering our Strategic Priorities

The key strategic workstream related to access, student success and progression is the Student Journey Programme. The Programme extends throughout the four years of the Strategic Plan and beyond. It has four parts:

- Passport to Success
- Student Hub and Support
- Connected Curriculum
- Employability

4.1 *Passport to Success*

To support progression from partner institutions we are introducing a Staffordshire University Passport Scheme – an online portal with individual student (pre-applicant) login. Working in collaboration with NCOP Higher Horizons+ and the Stoke Opportunity Area, we will offer transferable credit, which celebrates and recognises participation in extra-curricular events and activities for students in years 7 – 13, including academic enrichment for careers advisors and students alike. Plans to offer value-added Information Advice and Guidance (IAG), include materials such as a “Helping Hands” personal statement widget, alongside significant academic initiatives through interactive webinars and lectures, in a scheme set up to celebrate participation and support engagement and achievement.

We plan to initiate Subject Clubs, providing specific curriculum enrichment for years 11 – 13, to assist with students’ current post-16 studies and map progression pathways into HE. The Subject Clubs will be tailored to help students contextualise academic studies within a real-world framework to help them recognise potential future employability. Both the Passport Scheme and the Subject Clubs will form part of a new Framework Progression Partner Network – implementing a long-term strategy to engage more consistently with all our progression partner institutions, facilitating seamless student progression, particularly for those from the local area (future commuting students). It is aimed at raising attainment and aspirations to progress to higher education, ensuring regular exposure to Higher Education academic enrichment activities at their local institution.

Our work with the Stoke Opportunity Area collaborative partnership will link us with many local agencies and charities, particularly around:

- Priority 4: Improving choices young people make from 16
- Priority 2: Improving outcomes in English, Maths and Science at Level 2

Our evolving partnership with Alton Towers continues to widen access, and our plans for 2019/20 are to increase the utilisation of our embedded classrooms situated at the heart of Alton Towers and Sea World Resort. We plan to take the classroom into the theme park and embed academic activities such as our Underwater Research Exhibition on plastic pollution into significant numbers of school theme park visits. We will also introduce our Connecting Communities Mobile Classroom for 2019/20. This multi-use classroom on wheels will continue to widen access in some of the hardest to reach communities in Stoke-on-Trent, Staffordshire and Shrewsbury, with subject-specific taster events for all ages. Building on the success of our Great Minds Tour Bus in 2017/18,

our plans include connecting thousands of young people to mobile IAG and academic outreach, enabling us to interact with many thousands of students at local, regional and national events. For example, the STEM Big Bang National event in Birmingham and our own STEAM Potteries Festival in Stoke-on-Trent.⁵ The University is hosting the Big Bang West Midlands fair in June 2018 and has, to date, 2,000 people registered.⁶

4.2 *The Student Hub and Support*

The Student Hub will realise a long-standing ambition of the University to establish a vibrant, inviting, single accessible point of contact for any form of student-facing support. It will deliver a coherent ‘One Stop Shop’; integrating student facing support services into a single location. The facility will allow students to receive information, help and guidance from staff located within the Hub, supported by more specialist expertise (e.g. counselling) in less public spaces, supplemented by self-serve digital resources and online materials. The new Student Services Hub will be based around a central enquiry point (help desk) and supplemented by flexible social learning spaces and a refurbished café. This will bring services to the students in a streamlined, customer-focused way, rather than students being directed around multiple points on campus. It is also expected to deliver a “sticky” meeting and social space.

The Student Hub workstream will also see the establishment of a fully-fledged ‘Digital Hub’ from 2019/20, enabling any student to access an ever-increasing amount of online support and services from any personal device, from any location, and at any time, offering significantly enhanced choice and convenience to students. The Student Hub’s approach to multi-channel support will mean students can choose the method they are most comfortable with to access the support they need – live chat, face-to-face, self-service and more. The Hub services are being developed in partnership with students who will increasingly act as the co-producers and deliverers of services we provide to our student community.

4.3 *Connected Curriculum*

Committed to an innovative teaching and learning strategy which develops our students as active, global, digital citizens, we are introducing a new Connected Curriculum. It is our ambition to embed this across all Schools in the University, engaging our students in opportunities to develop their social capital through interdisciplinary working and projects and networking; thereby preparing them with the breadth of skills and knowledge required by employers, raising their aspirations, and delivering an excellent student experience.

We will be implementing an analytics solution for all students, including those studying at our partners. The solution makes use of a variety of data sources such as student background, level of engagement and self-declared learner preferences, to both identify students most at risk of leaving their studies and also equips them with useful suggestions on how they can increase their level of attainment. We have already started training our partners on this, and it will inform how we can best support our students whilst at partner colleges, and in transition to university. Building on the embedding of a new module evaluation process, EVASYS, our ambition is to capture differential learning experiences of students through the lens of characteristic identifiers. Although difficult to achieve with “anonymised” returns, it is our ambition to facilitate deeper analysis of sub-groups within the student population, leading to targeted interventions to facilitate student retention and success, for example, to address the BAME attainment gap.

Focused on enhancing our staff development training programme of accessibility and inclusion in learning, we are building on our Course Leader training programme with workshops, resources/learning guides for specific approaches to inclusive teaching, and one-to-one support

⁵ <http://mmems.org/potteries/>

⁶ www.learnbydesign.co.uk/big-bang-west-midlands/

from local champions. Our Connected Curriculum teaching and learning principles will be underpinned by a commitment to a fully-inclusive learning environment, with initiatives such as Lecture Capture offering flexibility to all, but with integrated adaptability for disabled students. In the spirit of continuous improvement, we will be undertaking a comprehensive evaluation of the effectiveness of disabled student support and will, as a consequence of that feedback, review our use of Assistive Technology.

4.4 *Employability*

Through our work with employers we are addressing the issue of the availability of graduate-level jobs in the region (described in section 3.3 above). We are promoting higher-level skills and upskilling the workforce through our CPD provision and we were an early adopter of direct delivery/lead provision of higher and degree level apprenticeships. Apprenticeship and skills development provision is aligned with LEP priority sectors to support the supply of a skilled workforce to meet demand. Staffordshire University is one of the largest university providers of higher and degree apprenticeships in the UK. With funding from HEFCE, we are investing in a new £17m Apprenticeship and Digital Skills Hub. It will be a physical manifestation of Staffordshire embedding digital principles at the core of all institutional activity as a 'Connected University' – on campus, in the classroom, through blended delivery; building a curriculum which meets the needs of 21st century employers in the LEP area and beyond. In addressing regional priorities and needs, The Hub will establish an exemplar national model for the collaborative engagement of higher education working with employers and other key stakeholders. The Hub is set to open in 2020, aiming to deliver more than 6,500 new apprenticeships over the next decade. It will also act as a one stop shop for UK employers looking to access the best support and advice on apprenticeships and increasing social mobility.

From 2018/19 our students will access careers and employability support and resources at our new Student Hub. This connected approach to the provision of information, support and services, will enhance the student experience. We will begin gathering data from the 'Careers Registration' facility, to enhance the student experience by using the focused questions at key points in the students' journeys. This will enable us to track and predict the development of student employability and outcomes. This evaluation will inform the development of effective strategies and interventions which respond to engagement and interaction patterns both across disciplines and different student groups - focusing on removing any barriers that are perceived to exist for students of all backgrounds.

5. The Resource Plan and Priorities for 2019/20

5.1 *Investment*

The Resource Plan gives full details of the University's estimated expenditure overall on access, student success and progression and the amount within that spend which is APP-countable. The Resource Plan also gives the intended expenditure on financial support (fee waivers, bursaries, scholarships and hardship funds).

With an expected rise in student numbers between 2020-21 and 2022-23 and subsequent increased fee income, the University expects to be able to maintain expenditure at around 18% in relative terms while increasing the spend by almost £0.5m in absolute terms.

Based on our detailed review of the profile and needs of our students and our track record in relation to Access and Participation, Student Success and Progression, we have re-evaluated our priorities in relation to investment. Given our challenges in terms of supporting success of such a diverse student population (see above section 3). The breakdown is as follows:

Area	Total investment 2019/20	% investment 2019/20	Total investment 2018/19	% investment 2018/19
Access	£1,322k	15%	£3,100k	34%
Student Success	£6, 198K	69%	£3,800k	43%
Progression	£1,467K	16%	£2,000K	23%
Annual Total	£8,987k		£8,900K	

For further information, please refer to table 5 in the Resource Plan.

5.2 *Student Financial Support*

Details are provided in Table 6 of the Resource Plan.

The University has been reducing its expenditure on student bursaries, based on both the University's evaluation and the research cited by OFFA which suggests limited impact.

We will increase the Hardship Fund from £150,000 to £300,000 per annum, in recognition of the demands placed on the current fund. We are currently reviewing our hardship and social opportunity fund criteria to ensure we offer support reflecting the financial needs of our diverse and complex student body. There will be a focus on those students at the intersection of disadvantage and a commitment to provide support and resources that are appropriate and relevant to our students' circumstances. Below are some specific examples of how this will help to improve the student experience.

- Disabled Students Allowances (DSA) funding arrangements may require entitled students to make an upfront £200 payment. This is challenging for many of our students whose success will largely depend upon the DSA funding and our new criteria will address this.
- Students estranged from their families may suffer financial hardship due to the disparity of requirements for 'mature student status' for entry onto a course (age 21) and access to funding (age 25). This creates a potential difficulty for students aged 21-24, who are independent, but need to prove this with parental/guardian financial declarations which may be difficult to obtain. Our new criteria will address this.
- Opportunities will also be provided to students who are care leavers and commuters, for example to help some commuter students access university accommodation for short periods of time.

5.3 *Targets*

We have set ourselves ambitious targets, which are provided in table 8 of the Resource Plan. Our targets in relation to Access relate to prospective students from low participation neighbourhoods (POLAR4 quintiles 1 and 2), mature students and white males. Our aim is to secure year-on-year improvements and, in some cases, to exceed HESA benchmarks. At OfS' request we have held future targets at levels presented in our former OFFA Agreement, but we shall continue to seek to improve performance in areas where we have already achieved or are set to achieve targets. Our targets for student retention remain in place as we have yet to achieve the HESA benchmarks and we recognise that student retention is affected by a range of factors. We have a raft of other performance indicators in relation to student success, focused particularly on closing attainment gaps for BAME and mature students, and students from low participation neighbourhoods (POLAR4 quintiles 1 and 2). Performance can be benchmarked nationally, and these three measures are a good proxy for commuter students. We have set targets over four years that reflect our commitment and level of ambition. We recognise, however, that it may take some time to fully realise the benefits of the range of actions we are putting in place to enhance student success.

5.4 Priority Actions for 2019/20 Access and Participation

- Implement the Staffordshire University Passport Scheme to raise attainment and increase aspirations.
- Develop Subject Clubs to provide enrichment for years 11 – 13; and work with the Stoke Opportunity Area to improve IAG and Maths and English Level 2 outcomes.
- Develop our academic outreach activities at Alton Towers and the Sea World Resort, around our underwater plastics research.
- Introduce our Connecting Communities Mobile Classroom for 2019 to reach deeper into our local community.
- Expand our Step-Up programme to include the foundation year programmes and introduce a “Step up to Masters' route across the University.
- Deliver family/community events to develop cultural understanding of BAME issues.
- Deliver conferences for Level 3 students at partner FE institutions on campus during their foundation year of study, supporting progression to the level 4 Connected Curriculum.

Student Success

- Complete the implementation of the Student Hub facility to enhance the accessibility to all support services for students, benefitting particularly commuter and part-time students and those with mental health issues.
- Develop the Digital Hub and digital resources, providing 24/7 support from any PC or Smartphone.
- Deliver of a year-round Spiral Induction Programme, which provides support and information for all students personalised to the needs of individual students dependent upon their circumstances and background.
- In partnership with the armed forces Community Engagement Team, review the specific needs of students from an armed forces background and develop a support package.
- Develop learner analytics (interfaced with the JISC learner analytics projects) to extend intelligence on the needs and risks of vulnerable/at-risk student groups to inform targeted personal and academic support.
- Implement our action plan aimed at closing the BAME attainment gap (see section 3.2 for details).
- Develop welcome, induction and support packages for mature students, which will offer bespoke and targeted peer support and mentoring programme and continued investment in our Mature Students' Network.
- Develop a support package for white males from POLAR4 quintiles 1 and 2, based on a developing a highly structured step-by-step framework, starting with guidance and leading gradually to independent working.
- Train key support staff and learning mentors to understand and support the issues of 'white working-class boys'.
- Increase funding (for example for assistive technology, hardware and accommodation) and enhance dedicated support for Disabled Students (including ASD students), including peer engagement and employment opportunities.
- Develop digital learning resources, including VLE and Lecture Capture, to facilitate anytime, anyplace learning and teaching, to benefit particularly commuter and part-time students
- Develop global perspectives through student mobility, including Go International pledge activity.

Progression

- Develop the Connected Curriculum framework (for implementation in 2020/21). Details are provided in section 4.3 above.
- Develop a Professional Mentoring Programme and a 1:1 Coaching Programme.
- Support progression to further study for final year undergraduate students, for example, through

- the “Step up to Masters” programme (see above).
- Continue to develop digital literacy and evaluate whether to offer students the opportunity of Microsoft Imagine Academy.
- Continue to run a dedicated employability week, including a Careers Fest and specialist recruitment fairs such as GradEx and develop these further by introducing a University Learning Award programme of activity which will integrate with, and support, the interdisciplinary approach of the Connected Curriculum.
- Develop the University Learning Award (ULA) to give students the opportunity to discover new skills, experiences and networks, enriching the student experience and creating opportunities to develop social capital.

6. Governance, Evaluation and Monitoring Arrangements

- 6.1 The Pro Vice Chancellor – Student Experience has executive responsibility for the implementation of this Plan, through the Access and Participation Monitoring Group (see para. 1.7 above). The Executive, of whom the Pro Vice Chancellor – Student Experience is a member, will monitor progress and is responsible for decisions concerning the deployment of resources. The wider Senior Leadership team will oversee the project governance of projects such as the Student Hub. The Student Experience Committee (which reports in to Academic Board) will contribute to the development of policy and the Connected Curriculum. It will also monitor performance.
- 6.2 The Board of Governors receives an annual report on academic quality and standards, which includes access, student success and progression. This report is being developed to offer greater granularity to include performance profiles in relation to priority/vulnerable groups (discussed earlier). The Board has already engaged in detailed discussions on BAME and commuter student success, underpinned by detailed data analysis and information on agreed action plans (an overview of which is provided in section 5 of this document). The Strategy and Performance Committee, a sub-committee of the Board of Governors, receives regular reports on the University’s performance in relation to all key performance indicators, including those related to this plan. It also receives a report, at every Committee meeting, on student retention.
- 6.3 Our monitoring of the implementation of our Access and Participation Plan, will be in accordance with our established whole-institution approach to performance evaluation and management and evidence-based decision-making. All staff in the University have access to dashboards providing live data (and data for year-on-year analysis) drawn from our data warehouse. These allow staff to drill down to different groups of students and to compare their performance profile with the wider population. We have dashboards related to both admissions (including the profile of entrants, home location and their former school or college) and student success. We also have a dedicated dashboard to track in greater detail BAME student success. We plan to roll this out for other vulnerable groups such as commuter students. The use of the BAME dashboard has enabled us to identify areas of good practice and to develop our detailed action plan to close the BAME attainment gap. Data from these also feed into the dashboards for annual and continuous monitoring for quality assurance and quality enhancement purposes. An illustration of this positively impacting our students is when we received comments, through our student evaluation processes, from commuter students with family and work commitments that attendance was challenging with a 5-day a week timetable. The former arrangements could necessitate attendance at the University for a single class on a given day. We reviewed and amended our timetabling to offer students with these commitments a 3-day a week timetable for face-to-face learning and teaching sessions. This has improved attendance and generated positive student feedback. In addition to the dashboards, all reports for university committees and working groups are drawn from the data warehouse and we will also be using the OFFA evaluation tool to ensure we continually challenge ourselves to move the widening participation and access agenda forward in an evidence-based way.

- 6.4 We are implementing in 2018/19 a CRM system, so that we can monitor and evaluate more fully the impact of our engagements with prospective students and their schools/colleges in terms of enquiries, applications and enrolments. This will enable us to target interventions, communications and further support, to improve participation rates. Similarly, we have plans to implement JISC learner analytics to enrich the data we already have on student academic engagement, progress and success. Again, this will enable us to continuously monitor, refine and target actions appropriately. This work will be overseen by the Student Experience Committee.
- 6.5 The Student Experience Committee, student officers and relevant academic staff have been consulted during the preparation of this plan. The Executive, the Senior Leadership Team and the Board of Governors have approved the Plan. Further detail is provided above in paragraph 1.7. There is student representation throughout our governance structure. Working closely with Student Representatives, Student Ambassadors and our Student Digital Champions, we ensure learning and teaching projects and initiatives are co-created. For example, our 2018 Learning and Teaching Conference was led by students, had our students as keynote speakers and every presentation included at least one student. The conference received positive feedback from University staff, students, partners and attendees from other institutions.

7. Provision of Information to Students

Committed to ensuring our final Access and Participation Plan is fully accessible, we shall publish the final (OfS approved) plan on our website at <http://www.staffs.ac.uk/legal/policies/Staffs-access-and-participation.jsp>. This link also offers the opportunity to receive the plan in alternative accessible formats.

We publish our fees on our website: <http://www.staffs.ac.uk/undergraduate/fees/>. Our bursaries and financial support are also set out on our website: <http://www.staffs.ac.uk/undergraduate/funding/financial-support/> This includes an email address for queries. We work with the Students' Union to publicise financial support and offer help in completing applications to ensure students receive the support they need. The information on this link also includes a link to our Student Protection Plan <http://www.staffs.ac.uk/legal/policies/Student-Protection-Plan-2018-2019.jsp>.

* course type not listed.

Full-time and part-time course fee levels for 2019-20 entrants.		
Please enter inflationary statement in the free text box below.		
The University also reserves the right in 2019/20 and beyond, to apply annual increases to the tuition fee levels set out in this Access and Participation plan up to the figure in the Office for Budget Responsibility's Retail Price Index, excluding mortgage interest payments (RPI-X).		
Full-time course type:	Additional information:	Course fee:
First degree	17/18 onwards	£9,250
Foundation degree	17/18 onwards	£9,250
Foundation year / Year 0	17/18 onwards	£9,250
Foundation year / Year 0	Art and Design 17/18 onwards	£7,375
Foundation year / Year 0	Law Business 17/18 onwards	£7,375
HNC / HND		*
CertHE / DipHE	17/18 onwards	£9,250
Postgraduate ITT	17/18 onwards	£9,250
Accelerated degree	19/20 onwards	£11,100
Sandwich year	19/20 onwards	£1,850
Erasmus and overseas study years	17/18 onwards	£1,385
Other		*
Franchise full-time course type:	Additional information:	Course fee:
Foundation year / Year 0	Ashton-Under-Lyne Sixth Form College - 10000409	£5,900
Postgraduate ITT	Ashton-Under-Lyne Sixth Form College - 10000409	£9,250
First degree	Burton and South Derbyshire College - 10001004	£6,350
Foundation degree	Burton and South Derbyshire College - 10001004	£6,350
First degree	Liverpool Media Academy - 10031239	£9,000
Foundation degree	Newcastle and Stafford Colleges Group-10004603 - NUCL courses	£6,200
HNC / HND	Newcastle and Stafford Colleges Group-10004603 - NUCL courses	£6,200
First degree	Newcastle and Stafford Colleges Group-10004603 - Stafford Courses	£6,200
Foundation degree	Newcastle and Stafford Colleges Group-10004603 - Stafford Courses	£6,200
HNC / HND	Newcastle and Stafford Colleges Group-10004603 - Stafford Courses	£6,200
Foundation degree	Shrewsbury College Group - 10005822	£6,500
HNC / HND	Shrewsbury College Group - 10005822	£6,500
First degree	South Staffordshire College - 10023526	£5,950
Foundation degree	South Staffordshire College - 10023526	£5,950
HNC / HND	South Staffordshire College - 10023526	£5,950
Foundation year / Year 0	City of Stoke-on-Trent Sixth Form College - 10001474	£5,920
Foundation year / Year 0	Stoke-on-Trent College - 10006349	£5,950
First degree	HEART OF WORCESTERSHIRE - 10007977	£8,000
CertHE / DipHE		*
Accelerated degree		*
Sandwich year		*
Erasmus and overseas study years		*
Other		*
Part-time course type:	Additional information:	Course fee:
First degree	Staffordshire University - 10006299 -	£6,935
First degree	Ashton-Under-Lyne Sixth Form College - 10000409 -	£4,800
First degree	Burton and South Derbyshire College - 10001004 -	£5,580
First degree	Riverside College - 10002863 -	£6,240
First degree	Shrewsbury College Group - 10005822 -	£5,940
First degree	Newcastle and Stafford Colleges Group-10004603 - Stafford Courses	£6,200
First degree	HEART OF WORCESTERSHIRE - 10007977 -	£6,935
First degree	Eastwood Park Limited - 10020883 -	£6,500
Foundation degree	Staffordshire University - 10006299 -	£6,935
Foundation degree	Ashton-Under-Lyne Sixth Form College - 10000409 -	£4,800
Foundation degree	Burton and South Derbyshire College - 10001004 -	£5,580
Foundation degree	Newcastle and Stafford Colleges Group-10004603 - NUCL courses	£6,200
Foundation degree	Riverside College - 10002863 - Education courses	£5,040
Foundation degree	Riverside College - 10002863 - Counselling Courses	£5,640
Foundation degree	Shrewsbury College Group - 10005822 -	£5,940
Foundation degree	South Staffordshire College - 10023526 -	£3,600
Foundation degree	Newcastle and Stafford Colleges Group-10004603 - Stafford Courses	£6,200
Foundation degree	Stoke-on-Trent College - 10006349 -	£4,800
Foundation degree	HEART OF WORCESTERSHIRE - 10007977 -	£6,935
Foundation degree	Eastwood Park Limited - 10020883 -	£6,500
Foundation year / Year 0	Staffordshire University - 10006299 -	£6,935
HNC / HND	Newcastle and Stafford Colleges Group-10004603 - NUCL courses	£6,200
HNC / HND	Shrewsbury College Group - 10005822 -	£5,940
HNC / HND	Newcastle and Stafford Colleges Group-10004603 - Stafford Courses	£6,200
HNC / HND	Stoke-on-Trent College - 10006349 -	£4,800
CertHE / DipHE		*
Postgraduate ITT	Newcastle and Stafford Colleges Group-10004603 - NUCL courses	£6,200
Postgraduate ITT	Riverside College - 10002863 -	£6,935
Postgraduate ITT	Shrewsbury College Group - 10005822 -	£5,940
Postgraduate ITT	South Staffordshire College - 10023526 -	£3,600
Accelerated degree	Staffordshire University - 10006299 -	£6,935
Sandwich year		*
Erasmus and overseas study years		*
Other		*

Table 8a - Statistical targets and milestones relating to your applicants, entrants or student body

Reference number	Stage of the lifecycle (drop-down menu)	Main target type (drop-down menu)	Target type (drop-down menu)	Description (500 characters maximum)	Is this a collaborative target? (drop-down menu)	Baseline year (drop-down menu)	Baseline data	Yearly milestones (numeric where possible, however you may use text)					Commentary on your milestones/targets or textual description where numerical description is not appropriate (500 characters maximum)
								2018-19	2019-20	2020-21	2021-22	2022-23	
T16a_01	Access	State school	HESA T1a - State School (Young, full-time, first degree entrants)	Proportion of young, full time first degree entrants from state schools	No	2013-14	98.8%	98%	98%	98%	98%	98%	We propose that from 2019/20 onwards this measure should be removed as we have maintained performance and exceeded the target for a number of years. Changes have been made to the 'description' to correct typographical errors in the spreadsheet.
T16a_02	Access	Low participation neighbourhoods (LPN)	HESA T1a - Low participation neighbourhoods (POLAR3) (Young, full-time, first degree entrants)	Proportion of young, full time first degree entrants from LPNs.	No	2013-14	21.6%	21.5%	21.5%	21.5%	21.5%	24%	Performance in recent years has generally exceeded 21%, although there were year-on-year variations. Our aim is to achieve sustained continuous improvement towards participation rates of around 24%. At the request of OfS the targets in our last OFFA Agreement have been included in our Access and Participation Plan for 2019/20. Changes have been made to the 'description' to correct typographical errors in the spreadsheet.
T16a_03	Access	Mature	HESA T2a - (Mature, full-time, all undergraduate entrants)	Proportion of mature students entering undergraduate programmes	No	2013-14	19%	19%	19%	19%	19%	19%	Changes have been made to the 'description' to correct typographical errors in the spreadsheet.

T16a_04	Student success	Other (please give details in Description column)	HESA T3a - No longer in HE after 1 year (Young, full-time, first degree entrants)	Proportion of young, full time first degree entrants no longer in HE after the first year of study	No	2012-13	9.1%	8%	8%	8%	8%	8%	Given our performance in recent years and the challenges we have explained in our Plan, we believe that this remains a stretch target. Changes have been made to the 'description' to correct typographical errors in the spreadsheet.
T16a_05	Student success	Mature	HESA T3a - No longer in HE after 1 year (Mature, full-time, first degree entrants)	Proportion of mature, full time first degree entrants no longer in HE after the first year of study	No	2012-13	14.8%	13%	12%	12%	12%	12%	Given our performance in recent years and the challenges we have explained in our Plan, we believe that this remains a stretch target. Changes have been made to the 'description' to correct typographical errors in the spreadsheet.
T16a_06	Other/Multiple stages	Disabled	HESA T7 - Students in receipt of DSA (full-time, all undergraduate entrants)	Proportion of students entering undergraduate programmes in receipt of DSA	No	2013-14	6.4%	7.5%	7.5%	7.5%	7.5%	7.5%	Performance in recent year has varied from year-to-year and therefore are aim is to achieve consistent performance during the four year period. Changes have been made to the 'description' to correct typographical errors in the spreadsheet.
T16a_07	Student success	Low participation neighbourhoods (LPN)	HESA T3b - No longer in HE after 1 year & in low participation neighbourhoods (POLAR 3) (Young, full-time, first degree entrants)	Proportion of young, full time first degree entrants from LPNs, no longer in HE after the first year of study	No	2012-13	9.6%	8.2%	8%	8%	8%	8%	Given our performance in recent years and the challenges we have explained in our Plan, we believe that this remains a stretch target. Changes have been made to the 'description' to correct typographical errors in the spreadsheet.

Table 8b - Other milestones and targets.

Reference Number	Select stage of the lifecycle	Main target type (drop-down menu)	Target type (drop-down menu)	Description (500 characters maximum)	Is this a collaborative target?	Baseline year	Baseline data	Yearly milestones (numeric where possible, however you may use text)					Commentary on your milestones/targets or textual description where numerical description is not appropriate (500 characters maximum)
								2018-19	2019-20	2020-21	2021-22	2022-23	
T16b_01	Access	Mature	Operational targets	Number of participants in mature and Year 12 activities (Step Up, Summer School etc)	No	2012-13	110	300	400	400	400	400	
T16b_02	Access	White economically disadvantaged males	Mission targets	Percentage of apprentices who are white males, from less affluent backgrounds to exceed 20%.	No	2016-17	13.6%	15%	16%	17%	18%	18%	We have included this in our Plan for 2019/20 but plan to review this when targets are set next academic year.
T16b_03	Student success	Low participation neighbourhoods (LPN)	Management targets	Percentage of students from LPNs (POLAR 4 quintiles 1 & 2) undertaking either study, work placement or exchange opportunity abroad.	No	2016-17	2.1%	4%	5%	6%	7%	8%	Description' has been refined to support granular internal monitoring.
T16b_04	Student success	Low participation neighbourhoods (LPN)	Mission targets	Continuation rates of 1st year full time UG young students from LPNs (POLAR 4 quintiles 1 & 2).	No	2015-16	86%	88%	90%	90%	90%	90%	'Description' has been refined to support granular internal monitoring.
T16b_05	Student success	Low participation neighbourhoods (LPN)	Mission targets	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.	No	2015-16	62.4%	64%	65%	67%	67%	70%	Description' has been refined to support granular internal monitoring.

T16b_06	Student success	Ethnicity	Mission targets	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.	No	2015-16	59%	62%	63%	65%	66%	70%	Targets for 2018/19-2020/21 are unchanged, but the spreadsheet formula is incorrectly flagging them in blue.
T16b_07	Progression	Low participation neighbourhoods (LPN)	Mission targets	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.	No	2015-16	-5.4%	-4%	-3.5%	-3%	-2.5%	-2%	Description' has been refined to support granular internal monitoring. Targets for 2018/19-2020/21 are unchanged, but the spreadsheet formula is incorrectly flagging them in blue.
T16b_08	Progression	Ethnicity	Mission targets	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.	No	2015-16	-7.7%	-5%	-4%	-3%	-2%	-1%	Targets for 2018/19-2020/21 are unchanged, but the spreadsheet formula is incorrectly flagging them in blue.
T16b_09	Access	White economically disadvantaged males	Mission targets	Percentage of white males from LPNs (POLAR 4, quintiles 1 & 2).	No	2017-18	15.7%	16%	17%	18%	19%	20%	
T16b_10	Access	Socio-economic	Outreach / WP activity (collaborative - please give details in the next column)	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.	Yes	2018-19	1300	1200	1200	1200	1200	1200	Targets assume continuation of the NCOP initiative in the future. Baseline is an estimate based on year-to-date performance.