



## 2019-20 access and participation plan monitoring

### Provider impact report

This impact report summarises the progress made by University of Northumbria at Newcastle 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

University of Northumbria at Newcastle's ambition and strategy as detailed in the 2019-20 access and participation plan:

In the 2019/20 Access and Participation Plan, we maintained our focus on the whole student lifecycle, from access through success and retention to progression. We focussed on smarter, more evidence based spend and on long-term outreach and collaboration. We integrated our strategies and activities across the whole institution which resulted in a more effective Access and Participation Plan, which reflected the need for the University to be agile and respond to the needs of our widening participation students and was mindful of the differences in outcomes for different groups of students.

Widening participation (WP) and fair access is a high priority at Northumbria, and is an integral part of our approach to student recruitment and instrumental in driving our journey to attract high quality students regardless of background. This approach ensures significant, wide-ranging and highly valued outreach activities, consistency of delivery of recruitment and admissions services, and a seamless pre-entry journey for all potential students. Within this framework, we aim to attract the best and brightest students to Northumbria, regardless of background, and to facilitate university access to those students who are 'most able yet least likely' to progress to Higher Education (HE).

The trends in young participation report published by HEFCE in January 2015, states that the North East is the region where young people are least likely to access HE. The Higher Education Statistics Agency's (HESA) data published February 2018, confirms that the North East Region also has the highest proportion of entrants from low participation neighbourhoods with a percentage of 23.4% compared to a national average of 11.4%, a 12.0% difference. The University's objective is to attract the best students from low participation backgrounds and underrepresented groups to consider and enrol at university, and Northumbria specifically.

In line with national research into the impact of institutional financial support on access to HE and the experience of students on course, Northumbria has changed its approach from a focus on financial incentives such as bursaries and scholarships to more emphasis on longer term outreach and support activities, where there is potentially an opportunity for more demonstrable impact.

Our Access objectives aimed to:

- Attract the best students from Low Participation Neighbourhoods and underrepresented groups to consider and enrol at university – and Northumbria specifically
- Improve the participation of students from Low Participation Neighbourhoods, Black and Minority Ethnic groups, Disabled students, Care leavers and Mature Students
- Ensure investment is allocated to the most effective interventions to maximise the numbers reached
- Develop and work on projects and partnerships to raise school attainment
- Continue to actively participate in the North East Raising Aspiration Partnership (NERAP) and the North East UniConnect Programme (NEUCP)
- Work with the Students' Union as a delivery partner as a key strand of the University's outreach activity
- Support the Government's social mobility goals by reviewing the impact of bursary support and ensuring that investments in WP have maximum impact.

The University's Success objectives in 2019/20 aimed to:

- Continue to develop inclusive learning teaching and assessment for all students but in particular to ensure that students from underrepresented groups are able to access holistic academic and personal support easily
- Further develop the range of interventions to improve success for disabled students, foundation degree students, mature students and Care leavers, through targeted interventions and support, and manage those students who may be at risk of withdrawal
- Ensure that discretionary University funding is allocated in a fair and equitable way to those most in need.

Our Progression objectives aimed to:

- Improve the employment and further study outcomes for all students by providing work related learning and career development learning opportunities for all students, building on recent investment and strategic initiatives

- Improve the outcomes for students from Low Participation Neighbourhoods – particularly young students, Black and Minority Ethnic groups, Disabled students, and Care leavers, through targeted interventions and support
- Focus (based on the latest TEF split metrics data analysis) on the support and opportunities provided to white, young, male, full-time students
- Continue to analyse outcomes data, identifying trends and issues and targeting support based on this analysis, combined with a proactive use of programme data to target courses with higher numbers and proportions of underrepresented groups
- Build on the successful initiatives and activities which have been developed over recent years, including the support activities to be funded and supported by the 2018/19 Access Agreement
- Continue to work in partnership with the Northumbria Students' Union to ensure that underrepresented groups have equitable access to Students' Union development opportunities, and to test interventions which could target and help students from those groups.

## 2. Self-assessment of targets

The tables that follow provide a self-assessment by University of Northumbria at Newcastle 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 University of Northumbria at Newcastle’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)	HESA Table 1a - % of young FT 1st degree students recruited from state schools/colleges	2014-15	94.2	94.8	95	Percentage	2019-20	93.6	No progress
T16a_02 (Access)	HESA Table 1a - % of young FT 1st degree students recruited from LPNs	2014-15	16.2	19.5	19.7	Percentage	2019-20	17.2	Limited progress
T16a_03 (Access)	HESA Table 2a - % of FT 1st degree students recruited who are mature, from LPNs and with no previous experience of H	2014-15	12.3	16	16.1	Percentage	2019-20	18.2	Expected progress
T16a_04 (Access)	% of FT 1st degree students recruited from minority ethnic groups	2014-15	6.9	8.1	8.2	Percentage	2019-20	10.9	Expected progress
T16a_05 (Access)	HESA Table 7 - % of FT 1st degree students recruited who are eligible to receive Disabled Students Allowance (DSA)	2014-15	5.3	6.6	7	Percentage	2019-20	6.3	Limited progress
T16a_06 (Student success)	HESA Table 3 - % of young FT 1st degree students not continuing with their course after 1 year.	2013-14	5.6	5.2	5.1	Percentage	2018-19	8.1	No progress
T16a_07 (Progression)	Proportion of full time, first degree, young UK graduates from LPN Q1&Q2 (POLAR3) who are in professional level employment or graduate level further study approx 6 months after graduation	2013-14	60.9	69.1	69.6	Percentage	2016-17	70.8	Expected progress

T16a_08 (Progression)	Porportion of full time, first degree, mature UK graduates from LPN Q1&Q2 (POLAR3) who are in professional level employment or graduate level further study approx 6 months after graduation	2013-14	76.8	79.3	79.7	Percentage	2016-17	87.8	Expected progress
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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)	Pre - 16 outreach activity	2014-15	11507	13000	13000	Headcount	2019-20	17869	Expected progress
T16b_02 (Access)	16-18 outreach activity	2014-15	46423	51000	53000	Headcount	2019-20	19997	No progress
T16b_03 (Access)	Mature Students	2014-15	2000	2900	3100	Headcount	2019-20	377	No progress
T16b_04 (Access)	Development of Compact scheme - number of participating schools	2014-15	52	210	220	Other	2019-20	104	Limited progress
T16b_05 (Access)	Development of Compact scheme - number of pupil beneficiaries	2014-15	5226	16000	17000	Headcount	2019-20	905	Limited progress
T16b_06 (Access)	Collaborative target for NE Raising Aspirations Partnership (NNCO/SPoC)	2013-14	8623	21000	TBC	Headcount	2019-20	21273	Expected progress
T16b_07 (Access)	School Partnership - number of participating schools. 'The focus will be on supporting KS4 attainment in the identified schools. Baseline data will be gathered in conjunction with the schools on the current performance of pupils at KS4 and progression to Higher Education. Following the development of the partnership between the University and the schools, this data will be gathered again at the end of Year 11 to assess their performance at KS4. Longer term, the Higher Education Access Tracker (HEAT) will be used to monitor subsequent progression to Higher Education.	2015-16	0	4	8	Other	2019-20	0	No 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	£3,550,000.00	£3,202,000.00	-10%
Financial Support	£3,490,000.00	£2,305,000.00	-34%

### 4. Action plan

Where progress was less than expected University of Northumbria at Newcastle 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_01	We will review our approach to engaging and targeting schools in Summer 2021 and we expect that as restrictions ease, that we will be able to offer an in-school programme complimented by a virtual programme to schools in target regions outside of the North East.
T16a_02	<p>We will review our approach to engaging and targeting schools in Summer 2021 and we expect that as restrictions ease, that we will be able to offer an in-school programme complimented by a virtual programme.</p> <p>The NU Entry programme and e-mentoring scheme will continue to support students from underrepresented groups.</p> <p>The University has recently entered into a partnership with Newcastle University and IntoUniversity to open a learning centre in Newcastle to support progression to HE.</p>
T16a_05	Continue to offer the NU Entry programme, and outreach programme as outlined in the plan. Focused transition support and a personalised support plan for students who indicate they have a disability at the point of application.

T16a_06	A new transition and induction programme for WP students is being developed, including enhanced targeted support for specific groups e.g. ASC students, carers, first generation students. Reviewing the option of introducing additional characteristics into Education Analytics to improve measuring of impact of interventions for specific student groups. Introducing Blackbullion to "support students financially and help them make better choices before, at, and beyond university.", and continue to offer sustainable support for digital inclusion post-pandemic. Enhancing student engagement by introducing new partnership opportunities for students to identify barriers and enhance inclusive practice across academic and professional support departments.
T16b_02	Conduct a review of our virtual programme to ensure it meets the requirements for schools at this time. Establishing a step by step programme which will be a hybrid of in-person and virtual delivery in line with the Government roadmap.
T16b_03	Engage with colleges and adult learners to identify the support required and the impact of Covid-19 on adult learners to identify how the University can support them, and prepare workshops/programmes accordingly. In addition, ensure the NU Entry programme is flexed to offer relevant content for mature learners.
T16b_04	Conduct a review of materials and information sessions available to schools and colleges and the communications plan, to ensure that we are reaching as many as possible, and providing accurate information.
T16b_05	We continue to review the scheme annually, including a review of the eligibility criteria to ensure we are supporting as many students from underrepresented groups as possible.
T16b_07	The pandemic has resulted in the full review of our outreach activity and what we offer, how we deliver it and in what format. During the planning process we will also look at the possibility of deepening relationships with key secondary schools to identify how the University can support their teachers and pupils.



## 5. Confirmation

University of Northumbria at Newcastle 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	
University of Northumbria at Newcastle 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 Andrew Wathey
Position	Vice-Chancellor and Chief Executive

## Annex A: Commentary on progress against targets

University of Northumbria at Newcastle's commentary where progress against targets was less than expected.

<b>Target reference number: T16a_01</b>
How have you met the commitments in your plan related to this target?
The University's outreach programme and school targeting was reviewed in early 2019. The outreach programme was pivoted to virtual delivery in March 2020 which impacted on the ability to engage with pupils directly but the virtual outreach programme was sent to all target schools.
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
No

<b>Target reference number: T16a_02</b>
How have you met the commitments in your plan related to this target?
The outreach programme across all year groups was pivoted to virtual delivery in March 2020 which impacted on the ability to engage with pupils in school/college, as reflected in the 16-18 engagement figures below.
NU Entry Supported Entry Route was launched as outlined in the plan and LPN was included as one of the eligibility criteria.
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
Changes were made to the NU Entry scheme: an extension to the deadline for applying was given to ensure that as many pupils as possible were able to apply and they were not negatively impacted by the pandemic on their ability to apply. The compulsory conference was also removed to relieve some pressure on NU Entry participants.

<b>Target reference number: T16a_05</b>
How have you met the commitments in your plan related to this target?
We continued to target our outreach programme and events programmes to target schools and colleges, ensuring that the programme is accessible and inclusive, and identified any student with a disability at the point of application, to allow for a tailored and personalised support plan to be put in place.
Eligibility criteria for NU Entry includes students who are Disabled, dyslexic or specific learning difficulty.
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?

No

<b>Target reference number: T16a_06</b>
How have you met the commitments in your plan related to this target?
Yes; however workshops in schools and NCS programme unable to take place fully due to Covid-19 so impact was not as intended. New student pregnancy protocol is underway but not complete.
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
The University introduced Mental Health and Education Analytics to improve student continuation, improved the wellbeing and mental health support offer including through Kooth student. A new Student Inclusion Team was established in April 2020 to develop enhanced targeted support for WP students.  A Digital Inclusion Scheme was implemented to tackle digital poverty when the pandemic began.

<b>Target reference number: T16b_02</b>
How have you met the commitments in your plan related to this target?
The restrictions in place from March 2020 as a result of Covid-19 impacted our ability to engage with the volume of students we would have expected, particularly at recruitment exhibitions. In addition how we measure engagement at recruitment exhibitions has been refined which is more accurate but provides lower numbers.
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
Development of a virtual outreach programme to replace in-person school visits, offering schools live and pre-recorded sessions to support their Year 12/13 students.

<b>Target reference number: T16b_03</b>
How have you met the commitments in your plan related to this target?
The University has engaged with colleges and Awarding bodies of Access programmes to offer workshops and information sessions for mature learners. The restrictions in place from March 2020 as a result of Covid-19 impacted our ability to engage with the volume of students we would have expected, particularly at recruitment exhibitions.  A review was carried out of NU Entry, as stated in the plan, and from Spring 2021 mature learners are eligible to participate in NU Entry.
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?

Development of a virtual events programme to support learners during 19/20; offering subject information sessions, support with preparing HE applications and student finance sessions.

**Target reference number: T16b\_04**

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

The approach to how we count schools engaged with the scheme has changed and we now only record those where we receive NU Entry applications

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

The programme is reviewed each year and due to the challenges of Covid in 2019/20 the deadlines for application to the scheme were extended to provide students with as much opportunity as possible to apply, and attendance and mandatory requirements were removed from the programme.

**Target reference number: T16b\_05**

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

The method of counting engagement with the scheme has changed since the targets were set, resulting in more accurate recording and counting just those who have applied to the scheme.

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

The programme is reviewed each year and due to the challenges of Covid in 2019/20 the deadlines for application to the scheme were extended to provide students with as much opportunity as possible to apply, and attendance and mandatory requirements were removed from the programme.

**Target reference number: T16b\_07**

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

The University did not set up formal partnerships with Secondary schools for several reasons: a) an initial shift in focus from attainment-raising b) impact of Covid-19 on the ability to engage with schools c) the development of our collaborative partnerships with NERAP and UniConnect and the focus on offering CPD to teachers alongside subject content

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

Progress has been made at the University to work closer with faculties and the Faculty Access and Participation Directors to identify how we can work together to provide support to schools and their pupils, which we aim to develop further in 2020-21.



## Annex B: Optional commentary on targets

University of Northumbria at Newcastle's commentary on any of the targets listed in [Section 2](#).

Reference Number	Optional commentary
T16a_01	
T16a_02	It is worth noting that the sector benchmark is 13.3% and we continue to work towards meeting the location adjusted benchmark.
T16a_03	
T16a_04	
T16a_05	
T16a_06	
T16a_07	
T16a_08	
T16b_01	
T16b_02	
T16b_03	
T16b_04	
T16b_05	
T16b_06	
T16b_07	