

The University of

2020 Access and Participation Plan

There are no significant gaps in continuation between students from areas in different POLAR quintiles or IMD quintiles. In line with the national KPM we will aim to maintain our performance according to these measures but we have not set ourselves a target based on them.

Success: Attainment: percentage of degrees awarded that are a 1st or 2.1

Attainment		Year 2	Year 3	Year 4	Year 5
POLAR4 Q1	-	-	-	-	-
POLAR4 Q2	-	-	-	-	60
POLAR4 Q3	-	-	-	55	60
POLAR4 Q4	-	-	-	50	60
POLAR4 Q5	-	75	-	30	54

Attainment	Year 1	Year 2	Year 3	Year 4	Year 5
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Success: Continuation: percentage of students continuing from year 1 of study to year 2

Continuation	Year 1	Year 2	Year 3	Year 4	Year 5
Asian	-	-	87	92	91
Black	-	-	-	90	90
Mixed	-	-	-	-	90
Other	-	-	-	-	-
White	-	95	92	95	95

Continuation for white students is higher than other ethnicities. Continuation is broadly similar for all non-white ethnicities; we have set a target to reduce the gap

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There is a gap between continuation of young and mature students, which we have set as a target to eliminate.

2. Strategic aims and objectives

2.1 Target groups

The overall themes of our performance are similar to our previous Plan: we have a diverse student body with strong representation of

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Our Targets and Investment Plan also sets out our investment

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support with school governance through our staff volunteering and student ProBono opportunities.

Priority C: Set out how access to higher education for students from underrepresented groups leads to successful participation on high quality courses and good graduate outcomes.

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internal Learning & Teaching Conference. Staff and students represent the University at external

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- ◁ Embedding our mental health training and support so that all staff have the knowledge and skills to react appropriately where there is a concern about student mental health.
- ◁ Recruitment in 2019 of an additional mental health adviser, with funding for which will come from ~~our~~ grant funding (t

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attainment as well as an important means of data collection for the evaluation of other projects. As learner analytics will enable us to view groups of students based on different characteristics it will allow us to target interventions at our identified target groups of IMD Q1-2 and BAME students more easily. It will also allow us to assess the success of initiatives specifically aimed at these target groups.

A thorough procurement process was undertaken in order to select an external provider, with full engagement of the Executive Board, the Vice

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it is well documented that BAME students are more likely to suffer from mental health problems than white students.

Most of this programme was delivered through an eight session initiative focusing on self-awareness, resilience and stress management. Multiple sessions on the same topic were timetabled to allow for flexibility: the timing of the sessions impacted attendance which was typically 75% overall. This initiative was complemented by budgeting sessions delivered in conjunction with Barclays Life Skills.

As part of the evaluation of this initiative, a pre and post-survey was carried out which required students to self-assess their wellbeing by ranking

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We are developing a specific *Life module* embedded in the curriculum which encapsulates 'Employability for Life'. It includes employability skills primarily at the higher end; volunteering, including Pro Bono extra-curricular support will very much remain. Also included are elements that address personal financial management (student loans, credit rating, mortgages, pension planning and beyond), emotional well-being (mental resilience, diet, exercise, addictions, social media, work/life balance, mindfulness) and familial relationships (marriage/partnerships, children, parents and beyond).

We are actively working with employers to provide paid internships and work placements, with financial support to attend such opportunities being made available through our WP budget.

Financial Support

Bursaries

As a result of a review of our performance for the 2023-24 variations, and in light of the increased cost of living that our students are facing with increased energy, fuel and food costs, we have decided to provide additional financial support to our students from the lowest household incomes. We will provide

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- ◁ Observations and/or interviews
- ◁ Other forms of assessment such as written work, mini-tests

The resource approval process will ensure that the evaluation measures proposed are appropriate for the specific intervention and that the level of evaluation activity is proportional to the intensity of the intervention.

As the University is new to APPs we feel it premature to employ any quasi-experimental methods of evaluation such as RCTs at this stage, although we will keep a close eye on any sector developments in this area and review as appropriate.

The University is committed to an evidence-based approach to access and participation policy and practice. As the University has no specific previous evaluation evidence of APP funded activities, sector evidence, external and internal research is used to justify the design of new programmes and this must be provided as part of the resource approval process mentioned above. We are actively taking measures to improve our knowledge in this area: our Academic Research group have included research into HE as one of the key strands of their research strategy. Although we are not a research intensive University, we do have a strategy which focuses on

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3.5 Monitoring progress against delivery of the plan

Our Widening Participation and Access Committee has a standard agenda item to monitor our performance directly against our targets as well as to ensure that we are continuing to maintain our performance across the areas where we currently have no gaps. The committee and its working groups also have a standard agenda item to monitor progress of activities and interventions in delivering targets. Monitoring at this informed level is key to our strategy. A core senior team (including the Student Association President, the Director for Access and Part6-4(c)11(-4)6(p)11(at)16(i)6(o)114(,) T

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