ACCESS AND PARTICIPATION PLAN

Assessment of current performance

NTU utilises internal and external data across the whole student life-cycle to identify key target groups and inform our provision.

Our evidence shows that specific groups may be well represented in terms of access, for example, but disadvantaged in terms of their success at university and/or progression to further study or professional employment. Therefore, we have different strategies for identifying underrepresented student groups at each stage of the life-cycle.

Access

As a Higher Education Achievement Tracker (HEAT) partner institution, we have access to a suite of information relating to relative student disadvantage. We use a combination of criteria to determine our most underrepresented target groups for pre-entry outreach interventions, at both the school and learner level. These include:

- Students residing in low participation neighbourhoods according to POLAR data
- Students residing in deprived neighbourhoods according to Indices of Multiple Deprivation (IMD) data
- Students residing in '*urban adversity*' or '*financially stretched*' communities according to ACORN data
- Students in receipt of free school meals[1]
- Disabled students
- Students in care / formerly in care[2]
- Refugees and asylum seekers[3]
- Adult learners
- Students studying Level 3 vocational courses (e.g. BTECs)

Whilst NTU recruits a diverse undergraduate population, students from these backgrounds are less likely to enter our own institution than their more traditional counterparts. Therefore, whilst much of our outreach work is focused on widening participation in higher education irrespective of the institution, our targeting strategy is aimed at building upon our already strong record of recruiting students from these less advantaged backgrounds.

Whilst we recognise that the homogenisation of student groups can mask even greater gaps elsewhere, we do not plan to target the intersections of characteristics for our access measures, based on findings from our research. For example, our tracking data shows that males from disadvantaged socio-economic backgrounds are under-represented in our outreach interventions, irrespective of their ethnicity. Although *white* males from socioeconomically disadvantaged backgrounds are underrepresented, so too are *BME* males from socioeconomically disadvantaged backgrounds. Therefore, when targeting disadvantaged learners we will just take account of socio-economic disadvantage. This ensures that we target BME and white disadvantaged communities.

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[1] DfE figures show that 24% of pupils in receipt of free school meals entered higher education by the age of 19, compared with 41% of non-FSM pupils.
[2] The National Network for the Education of Care Leavers report found that 12 percent of care leavers had entered higher education by the age of 23. This participation rate for care leavers was substantially lower than for other young people at 42 percent.
[3] A report by the European Students Union states that just 1% of refuges access HE.

Student Success

We have undertaken comprehensive statistical analysis of NTU's undergraduate student retention, degree attainment and progression to further study or professional employment. After controlling for other influential factors we have found that the following groups are significantly less likely to succeed at NTU and beyond than their more advantaged counterparts:[4]

- Male students (except progression to further study or professional employment)
- BME students
- Disabled students
- Mature students (except progression for further study or professional employment)
- Students from deprived neighbourhoods (according to ACORN data[5])
- Students entering with BTEC qualifications[6]

We have delved further into the issues of intersectionality and found evidence that some groups experience 'multiple disadvantage'. For example, when focusing on retention trends by ethnic origin and gender, we have found that Bangladeshi males, Pakistani males and mixed white and black African males had the lowest rates of retention of all these intersecting groups. Of students who successfully complete their degree programme, black African males, males from other black backgrounds and males from other ethnic backgrounds had the lowest rates of First/Upper Second classifications. We find from further disaggregation that students that are male, BME, from low socio-economic backgrounds and entering NTU via the BTEC qualification route are the most disadvantaged cohort in terms of attainment, whilst students that are female, white, from high socio-economic groups and entering via the A-Level route are the most successful. Identifying target groups for the student success and progression stages of the student life-cycle can therefore be extremely complex, particularly as targeting by background means treating all such students the same way, despite the wide range of different motivations and needs *within* any group. However, the NTU Student Dashboard can negate this complexity, permitting the targeting of student behaviours rather than (or as well as) student characteristics (see the 'measures' section for further details).

NTU recruits a diverse undergraduate population. The proportion of our young students from disadvantaged backgrounds (based on HESA performance indicator data) has consistently been above sector averages and within HESA benchmarks. The latest HESA PIs (for 2016-17 entry, see Appendix 1) show that we have further increased our already strong recruitment of young UG entrants from low participation neighbourhoods (from 12.8% to 13.1%) and state sector schools (from 93.7% to 94%). This is reinforced by our internal data which show a similar increase in students from *urban adversity* and *financially stretched* communities (according to ACORN data). Data obtained from Student Finance

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[4] Whilst our analysis demonstrated that students with certain religions or beliefs are less likely to succeed across the student life cycle, when accounting for confounding factors (including ethnicity) there was no evidence of differential outcomes based on religion or belief. We also monitor the success of care leavers but because the numbers are small, it is hard to draw firm conclusions. However, care leavers do appear to be less likely to successfully progress through their course. Of those that do, they are slightly less likely to achieve a 2:1/first class degree. Of course, getting to university in the first place may have been a very positive step for care leavers as a very small proportion do.

[5] Our statistical analysis found that ACORN is a much stronger predictor of student success than POLAR, no doubt a result of the fact that ACORN is derived from much smaller geographies.

[6] BTEC entrants are a key Success for All target group because our evidence shows that not only are they less likely to succeed than A-Level entrants, BTEC entrants are also disproportionality male, BME, mature and WP; i.e. the other Success for All target groups.

England indicate that in 2016-17, 35% of our full-time home UG students were from households with incomes of less than £25,000 per annum and as many as 24% were from households with incomes of less than £15,000.

Our internal data show that 24.5% of NTU's 2016/17 new UK domiciled undergraduate entrants were BME, which is higher than the sector average of 23% according to ECU data. We have also increased the recruitment of males, from 43% in 2015/16 to 45% in 2016/17, which is slightly higher than the sector average.

The proportion of NTU's first degree entrants that were aged 21 and over has increased (from 11% in 2014/15 to 13% in 2016/17), although this remains below the England average of 21%. Our relatively low (albeit increasing) recruitment of mature undergraduates is negated by the participation of adult learners in our fledgling degree apprenticeship programmes. Strikingly, these apprenticeships are giving a 'second chance' to older people who may otherwise not have entered higher education. Indeed, 66% of our new (2017/18) apprentices are aged 21 and over.

Against the backdrop of changing criteria, the proportion of our UGs in receipt of Disabled Students' Allowance has decreased for the first time in several years (Appendix 1). However, this contradicts our internal data which shows that the proportion of new entrants declaring a disability has increased again, from 9.8% to 11%. However, this remains below the sector average of 14%, according to ECU data.

As we'd anticipated from our internal analysis which replicates the HESA methodology, non-continuation rates (from 2015/16 entry to 2016/17 year two) of our UK domiciled students have increased for young students, mature students and students from low participation neighbourhoods (Appendix 1). Whilst we remain within our benchmark for young students and young students from LPNs, the extent of the increase in non-continuation of mature students (from 10.5% to 13.9%) means we have breached our benchmark. Whilst our internal retention data suggest there will be some improvement in 2016/17, the retention rates of our mature students is a particular concern and one of the key objectives of our overarching Success for All initiative (see the 'measures' section for further details).

According to the year two Teaching Excellence Framework (TEF) metrics, NTU were above benchmark for 'assessment and feedback' and '*academic support*' derived from the National Student Survey (NSS), '*non-continuation*' derived from the Higher Education Statistics Agency (HESA) performance indicators, and '*highly skilled employment or further study*' derived from the Destinations of Leavers of Higher Education (DLHE) survey. As a result, we achieved a TEF gold award and were amongst the highest ranked institutions according to external analysis of metrics for disadvantaged students. However, whilst we have made considerable progress amongst many student groups, our data trends show that disparities are deep-rooted and multi-causal and there is no 'quick fix'. We are acutely aware that sizeable gaps in retention and attainment rates between male and female, BME and white, mature and young, WP and non-WP and BTEC and A-Level entrants remain. Indeed, whilst NTU's undergraduate course retention and achievement rates improved across the whole NTU student body in 2016/17, improvements to our overall teaching and learning provision have not reduced inequalities in some student outcomes.

Whilst our gender and age gaps in year 1 to year 2 undergraduate course retention rates narrowed between 2015/16 and 2016/17, the ethnicity, socio-economic and pre-entry route gaps (BTEC v A-Level) widened. The socio-economic gap in undergraduate attainment rates (first class/2:1 v 2:2/3rd class) also widened, although further pleasing progress was made in reducing our gender and ethnicity attainment gaps. Indeed, the latter reduced to the lowest level on record of less than 13 percentage points, which is lower than the sector average of 15 percentage points, according to latest ECU data.

Progression

There has been a considerable increase in the percentage of our UK domiciled graduates progressing to further study or professional employment over recent years. Like the access and student success stages, NTU's graduate prospects are higher than the sector average. Pleasingly, our ethnicity gap in these graduate prospects has also reduced between 2014/15 and 2015/16 (from 6 to 4 percentage points) as has our socio-economic gap (from 6 to 3 percentage points). We have also found that participation in our sandwich placements significantly enhances professional employment opportunities and removes completely any socio-economic effects on graduate prospects.

We have undertaken tracking analysis to ascertain the educational outcomes of students taking part in our various extra-curricular activities. Participation in Students in Classrooms, Nottingham Trent Volunteering, sports clubs, gym membership and our Legal Advice Centre programmes are associated with enhanced attainment and progression to further study or professional occupations. Importantly, these trends holds after controlling for pre-entry qualifications and the student characteristics noted above. Therefore, our extra-curricular interventions are helping negate the noted demographic effects on student outcomes.

Ambitions and strategy

Nottingham Trent is committed to enabling our students to transform their life chances. Our top institutional priority is to ensure that we create opportunities for all of our students to succeed in developing the knowledge, skills, character and resilience to play the positive role in society that they choose for themselves.

These long-standing goals shape our Strategic Plan 2015-2020: 'Creating the University of the Future'. This was developed consultatively with colleagues across the institution and informed by more than 2000 individual and group inputs from students, collected by the Nottingham Trent Students' Union (NTSU).

We perform strongly across all areas of the student lifecycle. We are looking to continuously improve in the areas in which we already do well and increase our performance where challenges remain. This Access and Particpation Plan (APP) is based on the assumption that the overall funding for access and participation remains constant. Should this not be the case, revisions to the plans outlined in this document would need to be made.

At the 'access' stage our strengths are in the recruitment of young people from disadvantaged, low-participation and low-income backgrounds. We also perform strongly in the recruitment of BME and male students. We intend to accelerate our recent good performance in the number of mature and disabled students at NTU. To achieve this we will review the effectiveness of our existing 'Return to Learn' programme and develop new provision around the positive impact our apprenticeships are having in this area. With regards to our work with students with disabilities we will consider how inclusive our outreach and recruitment practices are.

At the 'student success' stage we have made excellent progress in reducing the gender and ethnicity attainment gaps and aim to continue this. We intend to focus on the non-continuation rates for young and mature students and those from low-participation neighbourhoods. We will also be further examining measures to address retention and attainment rates in students from different socio-economic backgrounds, pre-entry routes and students with disabilities. Despite recent advances in gender and age we will be looking to consolidate progress here. We are expecting the conclusion of our 'curriculum

refresh' programme, our University-wide Collaborative Engagement and Retention Scheme and localised 'Success for All' plans will aid progress here. Furthermore we are conducting specific research into the areas of concern.

We are particularly proud of the success we have had at the 'progression' to postgraduate or professional employment life stage with the ethnicity and socio-economic gaps closing considerably. The primary action to ensure this situation continues is the introduction of work-like experience into all our courses from 2018-19 and additional, specific provision for those from target backgrounds.

Our APP is based on the University's expertise in data analysis, our research and evaluation capability and our pedagogical expertise. We look to:

- Strengthen our strategic relations and collaborative work with key stakeholders
- Develop our course portfolio and content
- Deliver effective outreach and other programmes across all stages of the lifecycle
- Provide some targeted financial support
- Continuously improve in all areas
- Continue our excellent relationship with the Nottingham Trent Students Union (NTSU).

Details of the exact progress we intend to make can be seen in the Targets and Milestones section of the Resource Plan.

Strategic relations

We play a strategic role in the educational life of the region and have excellent relationships with key stakeholders. We have two Further Education providers offering qualifications at levels two and three, Access to HE in animal, land-based and science courses and at Levels one to four in creative industry education and training. These two providers deliver a significant pipeline of talented, target Further Education students.

Through our Nottingham Institute of Education (NIOE) and our Schools, Colleges and Community Outreach (SCCO) Department we have links with over 400 schools, colleges and other educational settings in the region. We deliver outstanding teacher education, broader educational studies and innovative outreach. We are in constant dialogue with these institutions and other stakeholders such as the local authorities and the Nottingham Education Improvement Board on the best way NTU can serve the region. This has included detailed discussions about the potential for NTU to sponsor a school or Multi-Academy Trust although developments in this area have slowed due to a recent Further Education Area Review.

We recognise the importance of collaboration and are part of numerous multi-stakeholder networks including:

- The East Midlands Widening Participation Research and Evaluation Partnership (EMWPREP)
- The Higher Education Access Tracker (HEAT)
- The Derbyshire and Nottinghamshire Collaborative Outreach Project (DANCOP), under the HEFCE-funded NCOP initiative and through that we feed into the Derby 'Opportunity Area'
- The East Midlands Care Leaver Activities and Student Support (EMCLASS) network.

In addition to activity undertaken with these networks, we will continue to deliver a number of local outreach interventions in partnership with the University of Nottingham. These include our successful collaboration on the Sutton Trust Pathways to Law scheme, our Family Suppers and Growing Lives initiatives and our work on the Students in

Classrooms scheme. Furthermore our primary school programme is coordinated at a strategic level with the University of Nottingham which enables us to target different schools and maximise the impact of our collective work rather than duplicate effort.

There are numerous different providers of outreach and it is essential that this provision is complementary. To ensure this we sit on the governance boards and steering groups of major collaborators (eg DANCOP) allowing us to approve, decline and change provision (including our own). This ensures their provision is additional. DANCOP also works to increase uptake of existing provision and we also have DANCOP funded staff in the University. Of course, our agreement with the University of Nottingham on working with different primary schools guarantees complementarity.

We also have a close working relationship with the charity 'Grit'. This charity has delivered transformational coaching programmes to our undergraduate students and we will be developing this work by training NTU staff in the techniques of this organisation to help with our plans to develop our induction and 'belonging' initiatives, key to aiding retention.

Course portfolio

Our course portfolio and content is under constant scrutiny to ensure its currency at course, school and institutional level. We are just concluding a two-year 'curriculum refresh' process in which all undergraduate courses were reviewed to ensure they reflect the institutional priorities outlined above. As part of this we have determined that every student will undertake an assessed work experience or placement and core employability content and experiences will be embedded into every course.

We are continuing to invest and develop our provision of higher and degree level apprenticeships, focusing on levels 6 and 7. Our portfolio of apprenticeships is closely aligned to our Local Enterprise Partnership's (LEP) key sectors of economic focus and driven by employer demand. We currently offer six degree apprenticeships which will continue to expand throughout 2018-19, with the intent to offer over 20 by 2019-20. Early analysis of our apprenticeship data demonstrates that apprenticeships at NTU are attracting people from our target groups. Notably, 37% of our apprentices reside in the 40% most deprived area nationally according to IMD data, so the representation of disadvantaged students according to this WP proxy is broadly in line with the underlying population. Furthermore 66% of our apprentices are aged 21 and over, compared with 13% of our undergraduate body and so the indicators are that this will be an effective measure to attract mature students to the University. We continue to work with our local schools and colleges informing both teachers and pupils of this new alternative route into higher education.

As indicated above we are also developing our Access to HE courses with both Access to Land-Based Studies and Access to Science provision.

NTU also delivers undergraduate part-time courses and courses that are full-time but delivered flexibly, which allows students to study them alongside work. These include the Law flexible Learning course and our part-time Social Care course.

Continuous improvement

We have a sophisticated approach to continuous improvement which draws on our expertise in data and evaluation. Our membership of EMWPREP and HEAT enable us to target, monitor and evaluate our outreach activity. We record data about our programmes and individual participants which is longitudinally tracked and matched to administrative datasets spanning Key Stage 2 data through to postgraduate study and employment. The tracking reports received help us to better understand the relationship between our outreach provision and the attainment and progression of disadvantaged young people.

We can ascertain any association between participation in our outreach programmes and any deviation from average retention and attainment rates which provides an indication of the extent to which the interventions are preparing students for the transition to HE and contributing to their subsequent success. We supplement the findings of this by interviews with former participants who are now studying an undergraduate course at NTU, to gain further insight into the long-term impact. Membership of these groups enables us to take an evidence based approach to planning outreach delivery so that we can continue to invest in outreach activities that optimise progression with disadvantaged cohorts.

We already have an evaluation plan covering the period 2014-15 to 2018-19, in line with the National Strategy for Access and Student Success. This plan recognises the importance of embedding evaluation measures across each stage of our student life-cycle. Along with producing ongoing evidence of the impact of our interventions, the main priority of our evaluation strategy, as set out in the plan, is to ensure that we systematically use data and evidence to inform our access, student success and progression provision.

However, we recognise that the 'simple' adoption of an effective evaluation plan does not ensure that evaluation and continuous improvement is implemented. As a result, we took the OFFA 'Standards of Evaluation Practice' as an opportunity to implement a change process in working practices, not simply in how we go about evaluation. We have appointed a small number of research and evaluation coordinators to foster a culture of continuous improvement through the development of research-aware 'reflective practitioners'.

We completed an extensive mapping exercise of all outreach interventions to accurately understand how they were evaluated and what their particular aims and objectives were. Our well-developed data expertise and affiliations to organisations such as HEAT allows us to identify our WP cohorts and track those who participate on our programmes through the life-cycle. Our accurate monitoring and data collection processes ensure that many of our interventions, narrative accounts notwithstanding, are already strongly correlated with level two of the standards.

We then adopted a practitioner-led Theory of Change framework. This does not preclude flexibility. We have experimented with the NERUPI framework and are currently developing an intervention capable of adopting an RCT to more effectively evidence impact. However, a Theory of Change process:

- Serves as a clear backwards mapping strategic planning tool
- Aligns core strategic university and departmental processes
- Suits an existing highly-engaged workplace culture
- Places the responsibility with practitioners to develop and *change* intervention processes so evaluation is not at the end or the start but happens continuously. Evaluation is then conducted with, rather than to, every stakeholder
- Has particular utility in the thorough development of new interventions.

Whilst we welcome further OfS guidance in this area we are developing our own NTU protocols on evaluation standards, and the process we go through within the institution, will assist in transparency, accountability and continuous improvement. Acknowledging that Theory of Change might not fit with all interventions across the University, we have plans to introduce the broader Social Return on Investment (SROI) as an overarching impact methodology framework in this area. Therefore all outreach measures and other interventions detailed in the following section will be evaluated utilising either a Theory of Change or Social Return on Investment process.

Financial support evaluation

We are in the process of evaluating the impact of our financial support provision.   We are doing this in two phases guided by the OFFA toolkits and implementing the statistical model developed by the commissioning team. Phase one is a statistical analysis which we have just completed.   As part of the OFFA toolkit, HESA provided data on student outcomes for UK domiciled undergraduate entrants. Short-term outcomes (year one to year two continuation data) were provided for the years 2012/13 to 2014/15, whilst longer-term outcomes (degree completion within 5 years, degree attainment and DLHE outcomes) data were provided for 2010/11 and 2011/12.

The data provided by HESA were insufficient for NTU's analysis because of the changes NTU made to their financial support provision in the associated academic years. For example, bursaries were replaced with fee waivers in the academic years 2012/13 to 2014/15 before reverting back to bursaries in 2015/16. This meant that for some student outcomes, only the impact of fee waivers could be evaluated. If fee waivers were found to have limited impact this would *not* imply that bursaries too had limited impact. Therefore, in order to provide sufficient comparative data, additional internal NTU data that replicated the data fields provided by HESA were included in the statistical modelling.

Whilst the noted changes in NTU's student financial support posed a challenge in terms of standardisation, they inadvertently offered an opportunity to compare outcomes between bursary and fee waiver recipients. An otherwise absent control group resulted, which provided stronger evidence. The OFFA toolkit necessarily makes an implicit yet unproven assumption that financial disadvantage *does* impede student success. According to the methodology, if there is no statistical evidence of any financial disadvantage of bursary recipients, this demonstrates that bursaries were effective based on the assumption that financial disadvantage does impact on educational outcomes. Our control group provides us with a counterfactual and the possibility that there is no financial impediment to student success could potentially be countered.

Phase one of this evaluation provided statistical evidence that bursaries are effective in mitigating any financial disadvantage associated with student success. However, amongst the students with very low household income, fee waivers were seen to be either ineffective or insufficient in scale to overcome the underlying effects of financial disadvantage. We now see that bursary holders, even amongst the students from very low income backgrounds of less than £15,000 per annum, had the same retention outcomes as higher income students. This was not the case for fee waivers, who remained more likely to withdraw.

We have just commenced phase two of the research which involves surveying and interviewing current students.

Contributing to sector knowledge

We lead the way in developing work in this area and acknowledge the importance of contributing to the sector's progress in this field.   As such we regularly speak at conferences, symposiums and visit and host other universities to discuss best practice. We have published numerous articles and blogs on our work and have considerable engagement with relevant politicians and civil servants[7].   Our analysis of our financial support offers a unique or rare insight into a comparison of bursaries and fee waivers and we will be looking to publish this once phase two of the research has been completed.

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[7] A few examples of our output include: Sandwich placements can unlock social mobility; Many universities have a long way to go; Stop wasting time and money by making outreach work; New insights on WP: Evaluation; Differential offer rates do not necessarily indicate bias; The value of character building on outreach work;

Strategic governance and monitoring

Our performance in this area is monitored by two committees. Key is the University's 'Success for All' group which is chaired by the Vice-Chancellor (see measures section for further details). This group reports directly to the Academic Standards and Quality committee, one of the highest committees in the University. It monitors a range of key performance indicators (KPIs) across all stages of the life-cycle; the basis for the information given in the 'Assessment of current performance' section. The group also oversees both pilot and systemic interventions which address these KPIs. The group encompasses senior academic and professional services staff including the Deputy Vice-Chancellor and the Head of Schools, Colleges and Community Outreach (SCCO). This group meets regularly throughout the year. Many of these KPIs form part of the KPIs for the University's strategic plan, the responsibility for which rests with the Vice-Chancellor and is monitored by the Board of Governors.

Complementing this group is the Access and Participation Group, which is chaired by the Deputy Vice-Chancellor. This group reports directly to the University Executive Team and focuses specifically on the provision of the Access and Participation Plan and monitoring the interventions and 'targets and milestones' detailed in the Resource Plan. Many of these targets are also Success for All targets. The deputy chair of this group is the Head of SCCO and again encompasses senior staff with responsibility across the student lifecycle. This group also meets regularly throughout the year.

Supporting the Access and Participation Group is a sub-group of key staff who conduct more detailed investigation and analysis of relevant issues, data-sets and KPIs and feed this into both aforementioned groups. This group meets more frequently throughout the year and is chaired by the Head of Schools, Colleges and Community Outreach.

These groups are wrapped and supported by the Trent Institute for Learning and Teaching (TILT). This is an innovative community dedicated to sharing practice and interdisciplinary exchange in the Success for All field. It is the vehicle for ensuring this agenda has grassroots support and rigour. The organisation chart at Appendix 2 shows this.

The Head of SCCO reports directly to the Deputy Vice-Chancellor.

There is therefore a direct line of sight from the Board of Governors, through the Vice-Chancellor and the Deputy Vice-Chancellor to the staff and targets in the Access and Participation Plan. This demonstrates the strategic importance of this agenda to the University.

Equality, Diversity and Inclusion

We recognise that to deliver our overall institutional strategic ambition to 'Create the University of the Future' equality, diversity and inclusion must be embedded throughout the practice and standards of the organisation. This is why the University's Equality, Diversity and Inclusion (EDI) Strategy sets the vision to create an inspirational, inclusive learning and working environment where all members of its community can achieve their potential.

Our Access and Participation Plan and our broader work in this area is predicated on the requirement to ensure *due regard* (Equality Act 2010) in our decision-making. This is achieved through the examination and regular review of our student lifecycle datasets ie equality monitoring. These equality-monitoring activities provide the evidence base that informs, and will continue to inform, our decision-making processes. The nine protected characteristics and associated EDI issues that have been identified through this monitoring are clearly articulated in the Student Success (page 2) section of this plan.

The tool we use for explicitly considering the impact of our activities on students with protected characteristics is an Equality Impact Assessment (EIA). These are regularly used, particularly on significant changes or activities such as the previous reduction of the NTU bursary.

The interaction between the Access and Participation Plan (APP) and the EDI Strategy is clear through our Institutional Equality Objective:

"Understand the student academic experience for equality groups in order to enhance this experience where appropriate and possible. Focusing on application, to offer, acceptance, progression, achievement and employability. With specific attention given to progression and achievement for BME students, male students and BME male students."

Both documents reflect the full student life cycle and directly links and reflects our comprehensive statistical analysis of NTU's undergraduate student body.

The interaction between the APP and EDI Strategy is also evident within the strategic aim "To integrate equality, diversity and inclusion considerations and practice into the day-to-day processes and activities of the University. For example, into the teaching, learning and assessment cycle in order to create an inspirational inclusive learning environment in which all students can achieve their potential." This is particularly realised through the proactive University-wide initiative 'Success for All' and the 'Curriculum Refresh' agendas.

Within the broader EDI strategy our work to further increase the diversity of our workforce profile will also support the APP in terms of providing greater visibility of underrepresented groups i.e. BME and women within academia through the work of our Athena SWAN Charter Mark membership and the opportunities for increased role models to inspire potential and current students in their future aspirations. Furthermore, our cross-institutional Respect at NTU programme of work continues to evolve to ensure inclusive and respectful learning and work environment is actively owned by all staff and students.

Relationship with NTU student body

NTU students play an active role in the academic and experiential life of the University. Their input into the strategic plan, which correlates very closely with the Access and Participation Plan, is referenced above. Students are engaged through formal representation activity at course, school and University level committees and working groups. The Nottingham Trent Students' Union (NTSU) President is a member of the Board of Governors and its Strategy, Policy, Finance and Resources Sub-Committee and attends University Executive Team once every term. They have a strong voice on Academic Board, reporting immediately after the Vice-Chancellor and before the Executive members. Likewise, NTSU is very active on the monthly Academic Standards and Quality Committee and plays an important role at approval events and course and school reviews. In the Student Engagement and Academic Representation steering group and the regular Executive Student Forum, NTSU discuss issues of particular importance with the University Executive.

On the specific matter of Success for All/Access and Participation Plan work, the Head of Schools, Colleges and Community Outreach has a close working relationship with the NTSU Vice-President Education. They meet regularly throughout the year to discuss issues raised in the Success for All and Access and Participation committees. SCCO and the NTSU collaborate on a number of initiatives including the Collaborative Engagement and Retention Scheme, Welcome Week and Student Volunteering programme. We have successfully used students in the design of our Student Ambassador training programme and this level of involvement will increase. We have plans to establish a student advisory panel for our work and through our Theory of change process students will become more involved in the (co)design and evaluation of our interventions.

In preparing the Access and Participation Plan, we ensured students from a range of backgrounds were consulted and will have continued involved in the delivery of the plan. All members of the outgoing and incoming Students Union Executive Teams were consulted. The Head of SCCO consulted the President and Vice-President (Education) on two separate occasions in addition to the existing measures outlined above. The first briefing is when the guidance is released and concerns broader social mobility issues and the content of the guidance itself. The current Access Agreement/Plan is also discussed and the NTSU offers views on both current measures and financial support and on new initiatives they would like to see. This is fed into the Access and Participation Group. The second briefing presents the draft submission and gives the opportunity for further comment. Views of the rest of the Executive team were sought by these two members individually and at their committee meetings. Furthermore, the Executive Team leadership are specifically asked for comment at Academic Board (the joint highest committee in the University). The Executive Team have positions representing the views of students from a range of backgrounds including officers for each of our three campuses,; Disability and Accessibility; Mature and Non-traditional Learning; Gender; Sexuality; Student Parent and Carers; International Students and Ethnic Minorities. NTU takes pride in the effectiveness of its 'student voice' mechanisms. Students are heavily involved in the delivery of our work, from being Student Ambassadors in local schools through to co-designing and collaborating on initiatives such as Dashboard and CERT.

The Vice-President Education has commented that "the Students' Union wholeheartedly supports the University's Success for All and Access and Participation agendas and is impressed with the commitment shown by colleagues. It is pleased with the ambitions and measures detailed in this plan, notwithstanding the areas in which faster progress is required and looks forward to continuing its partnership with the University in these matters".

Access, student success and progression measures

Targeting

Our programmes of activity address all stages of the student life-cycle: access to higher education; student success in higher education and progression into graduate employment or further study.

We use a combination of factors to identify our target groups. At the Access stage, the majority of our high-volume interventions are targeted using a combination of socio-economic criteria. These include the use Indices of Multiple Deprivation (IMD), Education, Skills & Training (EST), Income Deprivation Affecting Children (IDACI) and Participation of Local Area (POLAR) data to ascertain the proportion of a schools' pupils who reside in disadvantaged neighbourhoods. We also take account of the percentage of pupils on free school meals and schools' attainment.

More intensive activities, such as summer schools and our extra-curricular programmes need to be targeted at the learner level. This is usually done via application forms, with all applicants given a 'WP rank' based on a weighted combination of several geographical, financial, personal and educational characteristics. This typically includes a combination of ACORN, IMD and POLAR geographical proxies, as well as individual indicators such as free school meals/post-16 bursary eligibility, disability and care status. We also take account of the Level 3 study route, targeting those learners going through the vocational route, such as BTEC qualifications.

At the Student Success and Progression stages of the lifecycle we target both on characteristics, such as socio-economic disadvantage as indicated by ACORN or family

income data, but also on other indicators, in particular entry qualification. We also track students' engagement with their learning via the NTU Student Dashboard which provides students and staff with data on academic engagement using their electronic footprint e.g. VLE access.   Disengaged students are disproportionately from our target groups, particularly those from low-participation and socio-economically disadvantaged areas. This enables us to target student behaviours as well as student characteristics.

Methodology

Our internal evaluation has shown that students who take part in numerous outreach activities fare better in their Key Stage 4 assessments (in comparison to their predicted performance) than those students who take part in 'one-off' interventions. We also have internal evidence of an association between participation in several NTU interventions and an increased likelihood of widening participation students progressing to higher education, both within our own institution and across the sector per se.

Therefore, at the Access stage our activities form a constructively-aligned sustained programme, with each activity building on the learning from the previous session. The style of learning delivered within the sessions is based on research-informed pedagogical practice; we utilise enquiry-based and cooperative activities which places emphasis on the student taking control of their own learning, in particular the 'flipped classroom' approach[8]. This approach, in which young people explore and discover answers for themselves through independent and group work, better prepares them for the style of learning they will encounter in higher education.

Our work at the Student Success stage is embodied in our institution wide Success For All programme. This combines local initiatives and systemic University-wide interventions that are directly relevant to students' course success, including:

- Integration of programme aims into strategic planning at University, School and service level.
- Effective and timely use of data and an evidence-base to inform interventions.
- Increasing staff understanding of disparities in progression and attainment and agency in reducing these, particularly through the further adoption of course inclusive curricula and pedagogy.

Our Progression stage activities focus on the value of work experience. The University has determined that every student, irrespective of background, will undertake an assessed work experience or placement and from 2017-18 core employability content and work experiences will be embedded into every course.

Pre-entry measures

Our primary programme introduces pupils to the benefits of higher education and life as a student. Pupils attend a summer school and a campus visit which uses Values Affirmation activities[9] to aid in transition. We also run the Nottingham Trent Children's University which facilitates 7–14 year old pupils' participation in extra-curricular learning.

Support for pupils in Key Stages 3 and 4 continues with activities including summer schools and campus visits. Our NTU Progression Scheme for 14-19 year olds, continues the work of the Children's University, creates a sustained programme of extra-curricular activity.

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[8] Mitra et al, 2012
[9] Walton and Yeager 2011

To accelerate progress our work is developing provision in the areas of character education and social and cultural capital. We are particularly influenced by the character education movement in the USA[10] and research showing that those with pre-existing social and cultural capital are better placed to build their resourcefulness and succeed[11] thus increasing their engagement with and success in higher education.

Our PEPPER initiative will develop a range of character traits associated with the headline characteristics of: Purpose, Effort, Positivity, Personal responsibility, Enquiring mind, Resilience. We are also exploring a separate resilience programme and work with Forest Schools.

The University is also developing, with partner arts organisations, a programme of activity designed to engage hard-to-reach young people. This provision will be both within and outside of the formal education system.

Prior attainment is a significant factor in young people's ability to progress and succeed in higher education. Our Raising The Grade conferences have been very successful in this aim. We hire highly skilled teachers with experience of the curriculum and thus knowledge of the areas in which pupils struggle. These teachers then deliver revision conferences in those areas to target pupils.

In order to increase the pace and scope of our attainment-raising work, we are looking to develop our Students in Classrooms schemes. Our evaluation has shown that their impact on the attainment of participants or their progression to university is not as we had hoped. We are therefore developing the schemes to focus more on attainment. We will also be introducing personal tuition and/or access to revision websites onto our Progression 14-19 scheme.

Our work to support vulnerable groups is broad and robust. It has two strands. The main focus of the work is to provide knowledge and expertise to University staff in order to inform the design of our activities, ensuring they are accessible and appropriate for participants with physical or emotional barriers to learning and that staff are trained appropriately. However, we also run activities for particular cohorts including our Well aHead initiative in the area of mental health and our Growing Lives initiative which supports children in care and care leavers.

Our post-16 programme consists of a range of interactive activities on topics such as finance and UCAS. It also consists of practical workshops that support effective decision making, essential for progression to certain courses and professions, and developing skills and characteristics for higher education.

We intend to develop our work for mature and part-time students. Our 'Return to Learning' programme consists of information, attainment–raising and skills-development activities which are specifically designed for and targeted at mature learners. This programme includes activity for mature students at various stages of their learning journey and then focuses on guiding them through their university pre-entry year, including a final post-application/transition session.

We will also look to build on the positive impact our Apprenticeship provision is having on the number of mature learners we have to accelerate progress in this area.

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[10] Particularly the work of Angela Duckworth and Carol Dweck
[11] Bourdieu et al, 1991; Wakeling and Savage, 2015

Our 'access' work with students with disabilities has largely focussed on ensuring teachers are inclusive when identifying cohorts for our provision. We will review the effectiveness of this approach and the inclusiveness of the programmes.

We will also consider measures specifically for students with disabilities. For example, this year we developing our Festival of Mental Health, which brings together education professionals working in the field of mental health and well-being, by piloting a parallel strand that will provide opportunities for target post-16 students to experience, and participate in, workshops that will allow them to practice positive strategies for maintaining their own mental health and well-being.

Applications and admissions

In 2012/13 we undertook in-depth analysis of historical data relating to our applicant trends and established statistical relationships between prior attainment and subsequent achievement of NTU's widening participation and equality groups. We have since updated this analysis including conducting a major piece of analysis as a result of UCAS releasing the equality and diversity datasets to provide further intelligence in this regard. Informed by our evidence, we are not currently planning to embed the use of contextual data within our admissions policy. However, as a measure of good practice all central admissions staff have had training in how to avoid 'unintended bias' and we are now rolling out Unconscious Bias workshops across the institution to address this issue at all stages of the student lifecycle.

Pre-induction support activities

We provide a range of pre-induction options to engage target students before their arrival. This is to ensure that students have the opportunity to ask questions and seek advice, and so that we can have the appropriate support in place in time for the start of their studies. Targeted pre-induction events support the transition into HE for students with disabilities, including mental health difficulties, Autism Spectrum Conditions, SpLDs, care leavers and mature students. These events provide peer-based support and active role models. Returning students share their success and promote the benefits of participation in support. These sessions also provide an opportunity for parents to engage with and learn about supportive services. Targeted support for estranged students includes pre-entry financial support consisting of support with University accommodation deposits and a 1-1 advice regarding funding applications to Student Finance England.

Induction

NTU invests considerable resources in supporting students' initial induction. Our work supports both the social and academic transition to becoming a university student.

Our research suggests that early in the student lifecycle, student anxieties are often primarily social. Students are concerned about fitting in, belonging to the institution, their course and their accommodation. Therefore, we place great emphasis on creating student communities, both within and beyond the course.

Welcome Week is a programme of social, sporting, cultural and academic activities designed to engender a sense of belonging to the institution and help students begin to construct peer support networks. The week is delivered jointly by NTU and the Nottingham Trent Students' Union.

Welcome Week offers both activities aimed at the widest possible group of students and events targeted at specific student groups. We offer activities that integrate all students, but recognise that some groups of students may have additional needs to help foster a sense of belonging and therefore also offer some targeted activities. These include mature

student social events and providing events that enable students not living in halls (often local and from historically-disadvantaged backgrounds) to engage with the social programme more easily.

Transition and induction activities and processes are enhanced by the CERT peer mentoring scheme. As part of this initiative, new matriculation events are being designed in conjunction with the charity Grit. As part of their induction, all new NTU students will participate in these events which will focus on community building and developing positive principles such as growth mind-set, personal agency and the power of creating and using support networks.

Moving through the course

Our Success for All programme will continue to develop the significant work already undertaken to further improve student success within courses, most notably:

- A focus on increasing inclusive course design and the use of inclusive pedagogies:
  - NTU is currently in the final stages of a two-year process to refresh the entire undergraduate and taught postgraduate curriculum. Using the periodic course review process to revalidate 640 courses, 'Curriculum Refresh' has drawn together our expertise in improving students' academic experience and outcomes.
  - To support the development of inclusive curricula and pedagogy for Curriculum Refresh, eight specialist educational developers were appointed, each working within one School and sharing findings and practice across the institution.
  - NTU is leading a HEFCE Catalyst-funded project to increase the use of active learning pedagogies to address attainment disparities. The project continues until February 2019. Building on the positive evaluation results of an NTU pilot (2012/13), the project includes a substantial evaluation across three institutions of the impact on student outcomes of two particular active collaborative pedagogic approaches, including consideration of whether the benefits of the pedagogies continue to work at scale.

- Systemic developments including:

  - Establishing a Collaborative Engagement and Retention Team (CERT). This addresses student retention and engagement through a University-wide peer support programme[12].
  - Developing a transformational coaching programme with the charity 'GRIT': In 2017/18, over 400 NTU students have participated in a pilot 'GRIT' programmes. An extensive evaluation of the pilot examining experience and impact on student outcomes is informing wider roll-out from 2018/19.
  - Academic Schools and professional service departments continue to develop their Success for All plans to address student outcome disparities. Plans are targeted towards addressing gaps identified locally, are peer reviewed by the Success For All Steering Group and the Deputy Dean in each School oversees implementation.

- NTU's use of learning analytics is sector-leading and award-winning. The NTU Dashboard is an online resource designed to help students understand how well they are engaging with their studies. It enables them to compare themselves with other students on their course and demonstrates the positive association between high engagement and academic success. Since we piloted our Dashboard in 2013/14, considerable evaluation and research has been undertaken and overall findings are

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[12] Informed by the What Works: Student retention and success change programme.
https://www.heacademy.ac.uk/individuals/strategic-priorities/retention/what-works

that student engagement, as measured through the Dashboard, is a strong predictor of progression and final degree attainment. Annual student surveys also evidence the positive impact of access to engagement data on student behaviour. As students from Success for All groups (male; BME; disabled, deprived neighbourhoods; BTEC qualifications) are over-represented amongst those with low engagement, focusing support on low engagers allows us to indirectly target these groups. A screenshot of the Dashboard is at Appendix 3.

- In-depth research into Success for All priorities, building on analysis of data at NTU to date. Projects identified for further research are:
  - To support attainment, an evaluation of shorter reassessment period pilot (particular student groups are disproportionately more likely to have to retake assessments).
  - Evidence from NTU indicates that commuting students are less likely to progress smoothly than those living in NTU accommodation. This research project will investigate the experiences of commuting students and the impact on engagement and retention, non-continuation and attainment.
  - The increase in non-continuation rates for mature students. This research will aim to increase our understanding of patterns of non-continuation and contributory reasons.
  - Recent NTU research found that a sandwich placement can overcome the known effects on graduate prospects. NTU will undertake research into the impact of placement length and type on student outcomes.

In addition, to further aid progress with the target groups at the Student Success stage, major developments will take place in Student Support Services. This includes:

- An improved use of data:
  - We have introduced a new tracking analysis method which allows services to assess if targeted groups of students are accessing services and monitor their progression/success; and
  - From 2017/18 we have been gathering more accurate data to be able to demonstrate the impact of student support interactions on retention. Student Support Services recognise that the most significant impact on non-continuation is likely to be when students engage effectively and use advice and support to progress in their studies. We are using this data to promote engagement in specialist 1-1 support for Success for All target groups.
- A team of Student Support Advisers (SSA's) were developed in 2017/18 and allow support to be embedded into academic areas, improving the awareness of services and creating easier access for advice both staff and students. The team target support at those who are less likely to progress/succeed and are at risk of leaving the University.

Mature students are supported by a dedicated Student Support Adviser and our evidence shows that 25% of students accessing specialist 1-1 support are mature.

Our target Success for All Groups are disproportionately represented in those who resit and repeat. These students subsequently do less well in terms of progression and achievement. We will provide a more joined up approach to students resitting, offering a co-ordinated support service between Academic Schools, Academic Registry, Student Services, Students' Union, Libraries and Learning Resources Campus Services and Accommodation. Increased specialist 1-1 provision will be available to support students, particularly over the vacation periods, when students are preparing assessed submissions or resits.

Progression

At the progression stage extensive work has been done to engage all NTU students in the employability agenda by offering a broad range of in-curricular and extracurricular opportunities. This work has had a positive impact and our data shows we are achieving significantly high levels of student engagement with the employability function across all target groups.

Analysis of our data has also shown that work experience of any duration has a beneficial impact on graduates' employment outcomes (as measured by DLHE) and in particular, at NTU, a year-long work experience delivers professional and managerial employment outcomes for widening participation students that are equal to their non-widening participation counterparts. All of our students will have an assessed work-like experience as part of their course from 2018/19.

We piloted a number of interventions in 2016/17 to further expand our work-experience provision for target students; designed around enabling access to short term but high quality work experiences, these included a summer internship between year 2 and the final year and a bursary to support students undertaking short but unpaid work experiences. These pilots are not yet complete but initial findings demonstrate the positive impacts these interventions can have.

Our ambitions are focusing on higher levels of participation which we recognise as a barrier to students who lack the necessary social capital[13]. We will continue with the current pilot interventions but also focus on sandwich placements which we believe offer the highest quality of experience to the student. Although year-long sandwich placements are not available in a significant number of employment sectors, and where they are available many widening participation students face considerable barriers in accessing then, we will develop an intensive programme of support to increase levels of successful participation.

Financial support

Our financial provision consists of an NTU bursary to new, eligible full-time undergraduate Students paying the maximum home tuition fee, who have a residual household income of £25,000 or below in their year of entry (as confirmed by their national Student Finance service).

The value of each NTU bursary will be £750 for each year of the course, provided recipients are eligible in their year of entry on the basis of assessment of household income and other criteria[14]. The University will provide additional bursaries for students from particular backgrounds or circumstances to ensure that financial support is directed to where it is most needed. We will provide an additional targeted £500 bursary specifically for new entrants who have been 'looked after' since the age of 16, under the care of a local authority. We will also continue to provide an 'Article 26' Scholarship scheme under which we will provide a fee-waiver and a bursary of £3000 for two students from an asylum-seeking background but who do not have access to student finance from the UK government (terms and conditions apply).

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[13] Bourdieu et al, 1991; Wakeling and Savage, 2015
[14] In order to be eligible for an NTU Bursary a student must have a household income level in their year of entry (as assessed by their national student finance service) of £25,000 or less and must be:
- enrolled as a new entrant in 2019-20 on a full-time undergraduate degree or full-time Foundation degree course at NTU; and
- paying, whether directly or by Fee Loan, the full 2019-20 tuition fee for their course
- have UK home status for student funding purposes and are eligible to receive a tuition fee loan and a maintenance loan from their national Student Finance Service.

Continued eligibility for an NTU Bursary in subsequent years will be dependent on the student remaining fully enrolled on their full-time undergraduate degree or full-time Foundation degree course at NTU. Students required to repeat a year of study will be considered eligible for a bursary provided they are eligible for tuition fee support from their national Student Finance Service.

As previously stated, our evaluation of our financial support provision provided statistical evidence that bursaries are effective in mitigating any financial disadvantage associated with student success. We have also stated that an analysis of our employment data has shown that work experience of any duration has a beneficial impact on graduates' employment outcomes. Although bursaries are not currently paid during sandwich year work placements, we are investigating options to pay a bursary larger than the £750 NTU bursary for students on sandwich years in order to increase the number of students participating in them.

Students who are assessed as not being eligible to receive an NTU Bursary in the first year of their course, but who satisfy the eligibility assessment criteria in subsequent years, will be eligible to receive an NTU Bursary for the year in which they are assessed as eligible and, subject to the provisions set out above, for subsequent years.

These provisions will apply to students who begin their full-time undergraduate programme at NTU on or after 1 August 2019. Students who began their full-time undergraduate programme at NTU before 1 August 2019 will be subject to the financial support arrangements detailed in our Access Agreement applying to their year of entry. The Students' Union supports our decision to offer direct financial (bursary) support to eligible students.

In designing the financial support provisions outlined above, we have taken into consideration the results of the evaluation of our financial support provision outlined in the Ambitions and Strategy section.

The University will provide a discretionary financial support fund managed by Student Support Services to the sum of £1,000,000 in 2019/20. This fund will provide on-course financial assistance to students who may be at high risk of withdrawing from their studies for financial reasons. Eligibility for this assistance will be means-tested and key criteria for awards will continue to be developed and reviewed in partnership with the Nottingham Trent Students' Union.

Our analysis shows there are higher numbers of mature and BME students who receive awards from our Discretionary Hardship Funds, which are target groups in the University's 'Success for All' agenda.

Students who are struggling financially and apply to the hardship fund are all provided with budgeting and money management guidance.

These bursaries and allocations may be adjusted in line with other inflation-linked changes in fees and other national student support provision

Investment

The total investment we will make through the Access and Participation Plan in 2019-20 is £14.6m or 21% of Higher Fee Income. The distribution of this across the student lifecycle and financial support is shown in Table One below. Beyond that figure, due to the significance of this agenda to the University, individual Academic Schools and Professional Services have the ability to invest in initiatives to ensure access, success and progression for target students that are most appropriate for the School or Service. These initiatives are vast and manifold in type and include reduced fees for professional development and

increased participation in Sports Clubs. This is facilitated by the University's delegated budget structure.

Table One: Distribution of Access and participation Expenditure across the student lifecycle

A+P Investment Summary 2019-20	£	%
Access	2,531,639	3.6
Success	3,367,873	4.8
Progression	1,572,120	2.3
Financial support	7,121,634	10.2
Total	**14,593,266**	**21.0**

Provision of information for students

The University is committed to providing clear and accessible information to all prospective and current students, detailing exactly what they will have to pay and what financial support will be in place for the duration of their course. This includes arrangements for NTU bursaries and loans and grants provided by national funding authorities.

The University will also provide updated fees and bursary information to UCAS and SLC, in a timely manner, in order for these important external sources of information to provide the most up-to-date applicant-facing web content.

NTU's financial support provision is made available to both prospective students, their parents/carers and current students across a number of channels of communication including:

- Dedicated Fees and Funding web pages, with information on tuition fees and related financial information, frequently asked questions and key contacts.
- Finance talks and workshops to young people and their parents/carers. We will distribute hard copy literature (guides and fact sheets) to targeted schools and colleges.
- Highly-visible coverage of financial matters at university open events, including all pre- and post-application events. 'Money Matters' stands, staffed by financial support advisers and a programme of comprehensive talks for prospective applicants and their parents/carers, detailing tuition fees and the financial support and loan repayment arrangements.
- On-line, face-to-face and telephone enquiry services for prospective student enquirers, applicants and current students, to respond to individual queries on fees and funding issues.
- On-line enrolment and payment facilities through "My ntu", providing notification of fee liability and payment arrangements personalised for each student.

Our fees and funding web content, providing helpful and friendly advice and guidance, alongside useful 'Managing your Money' information which emphasises the importance of financial capability for students is regularly reviewed and updated

Annual course fees are published across a range of printed materials. Fees and funding information is already published in the 2019 prospectus, course brochures and on the NTU website; this information is made available on both detailed course information pages and

specific fees and funding content. We are explicit in our wording that course fees may change for each year of study and confirm fees for all placement years.

NTU is also committed to abide by CMA regulations and every prospective student receives details of their course information, including the course fee for each year of study, an explanation of what is included within that course fee and any additional costs a student is expected to pay as part of their course of study. This information is readily accessible on the website, but every applicant also receives the information in durable format (pdf attached to an email) at the point an offer to study at NTU is made.

The approved 2019-20 Access and Participation Plan will be published on the NTU website, alongside the previous five years agreements, in easily accessible locations for both prospective students and current students. The primary published location on www.ntu.ac.uk for recent OFFA agreements is the 'About NTU' section, within the 'Policies' section. Separately there is direct link to the OFFA agreements in the 'Study and Courses' section of the NTU website, for prospective students. Recent access agreements are also published on the current student's intranet in the student services section: Fees and Student Finance.

Appendix 1: Summary data for NTU against national means and benchmarks for participation of under-represented groups and non-continuation rates following year of entry.

Table 1: Participation of under-represented groups: % young full-time first degree entrants (from HESA T1a)

	2013-14			2014-15			2015-16			2016-17		
	NTU Actual	NTU B'mark	England HEI Mean	NTU Actual	NTU B'mark	England HEI Mean	NTU Actual	NTU B'mark	England HEI Mean	NTU Actual	NTU B'mark	England HEI Mean
State Sector Schools	94.2	93.7	89.4	93.7	93.9	89.6	93.7	94.1	89.8	94.0	94.1	90.0
LPN (Low participation neighbourhoods) POLAR3	12.7	12.3	10.9	12.8	12.7	11.3	12.8	13.1	11.3	13.1	13.0	11.4

Table 2: Participation of under-represented groups: % mature full-time first degree entrants (from HESA T2a)

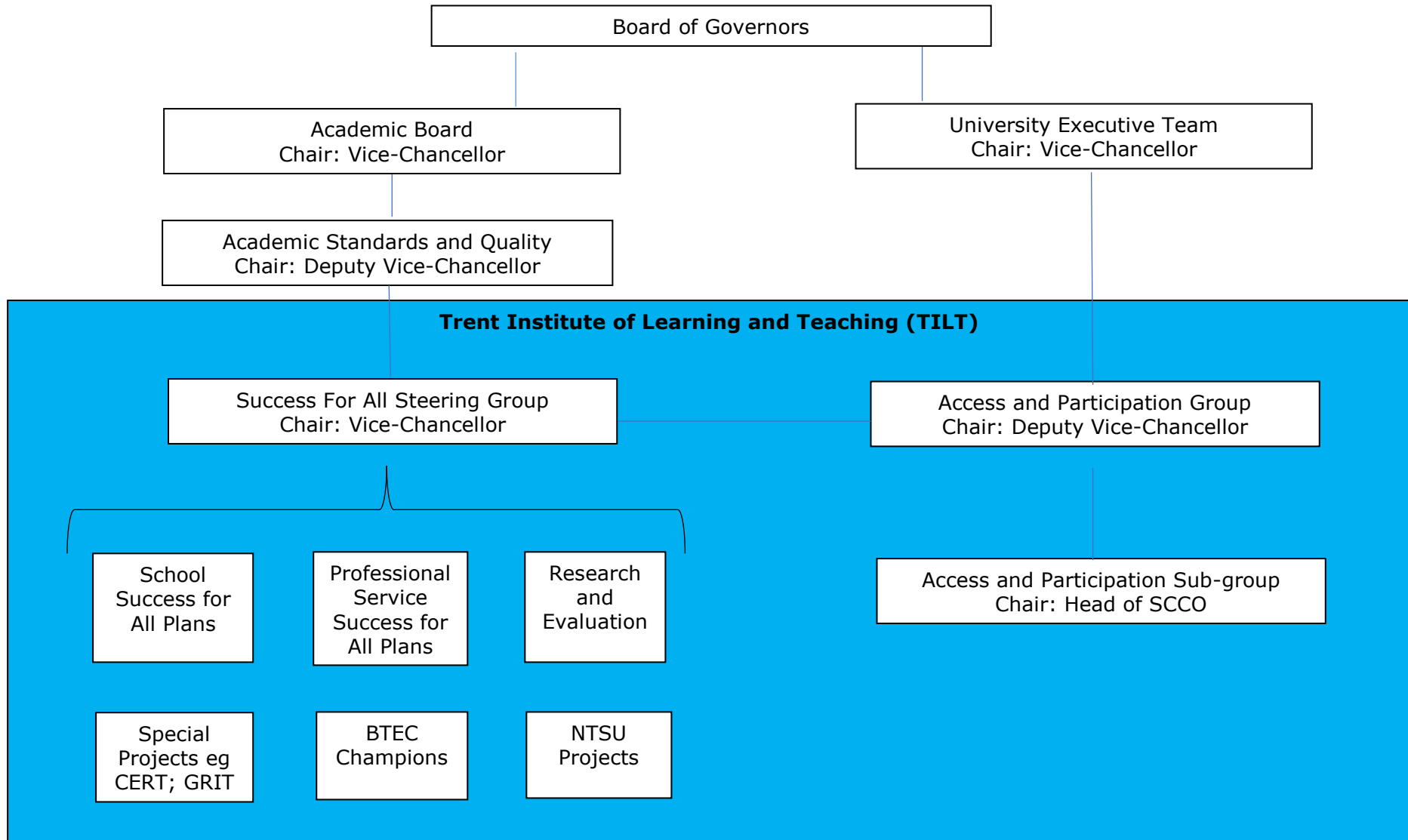|	2013-14			2014-15			2015-16			2016-17		
	NTU Actual	NTU B'mark	England HEI Mean	NTU Actual	NTU B'mark	England HEI Mean	NTU Actual	NTU B'mark	England HEI Mean	NTU Actual	NTU B'mark	England HEI Mean
No previous HE & from LPN POLAR3	17.8	12.3	11.9	19.5	13.5	12.8	18.9	13.1	12.2	20.5	13.1	12.1

Table 3: Non-continuation following year of entry: full-time first degree entrants (from HESA T3a/T3b)

	2012-13			2013-14			2014-15			2015-16		
	NTU Actual	NTU B'mark	England HEI Mean	NTU Actual	NTU B'mark	England HEI Mean	NTU Actual	NTU B'mark	England HEI Mean	NTU Actual	NTU B'mark	England HEI Mean
Young students	4.5	6.2	5.7	5.5	6.7	5.9	5.2	6.9	6.3	6.4	7.4	6.4
Mature students	12.6	13.8	12.0	8.7	13.4	11.8	10.5	13.0	11.6	13.9	13.4	11.8
Young students from LPNs	5.1	7.8	7.7	6.1	8.3	8.2	6.7	8.7	8.8	8.6	9.2	8.7
All students	**5.6**	**7.3**	**7.0**	**5.9**	**7.5**	**7.1**	**5.8**	**7.6**	**7.4**	**7.3**	**8.1**	**7.5**

Table 7: Participation of UK domiciled students in higher education who are in receipt of Disabled Students' Allowance: full-time first degree entrants (from HESA T7)

	2013-14			2014-15			2015-16			2016-17		
	NTU Actual	NTU B'mark	England HEI Mean	NTU Actual	NTU B'mark	England HEI Mean	NTU Actual	NTU B'mark	England HEI Mean	NTU Actual	NTU B'mark	England HEI Mean
All students	**6.0**	**7.3**	**6.9**	**6.3**	**7.4**	**7.3**	**6.5**	**7.3**	**7.1**	**6.0**	**7.0**	**6.8**

Appendix 2: Success for All Organisation Chart

Board of Governors

Academic Board
Chair: Vice-Chancellor

University Executive Team
Chair: Vice-Chancellor

Academic Standards and Quality
Chair: Deputy Vice-Chancellor

Trent Institute of Learning and Teaching (TILT)

Success For All Steering Group
Chair: Vice-Chancellor

Access and Participation Group
Chair: Deputy Vice-Chancellor

School Success for All Plans

Professional Service Success for All Plans

Research and Evaluation

Access and Participation Sub-group
Chair: Head of SCCO

Special Projects eg CERT; GRIT

BTEC Champions

NTSU Projects

Appendix 3: Screenshot of NTU Dashboard
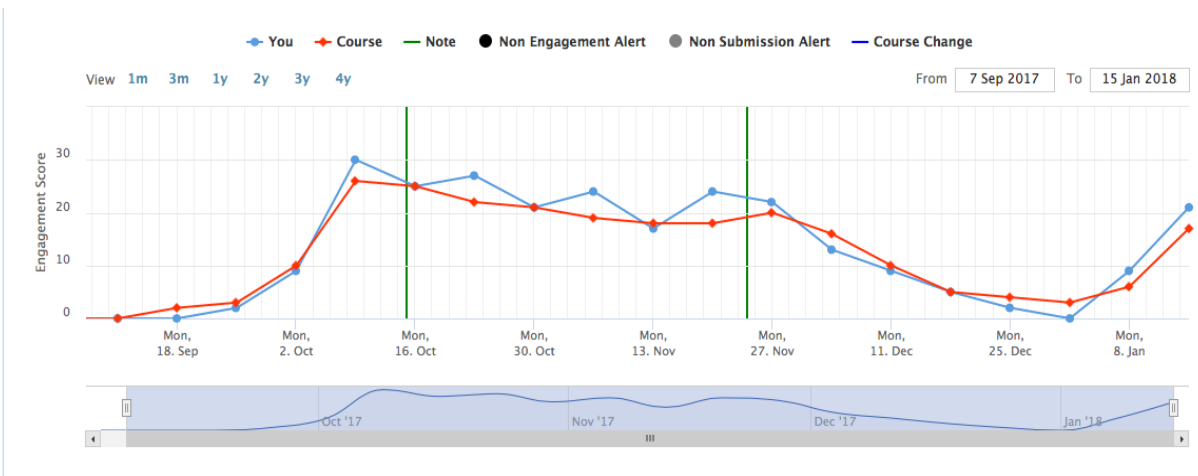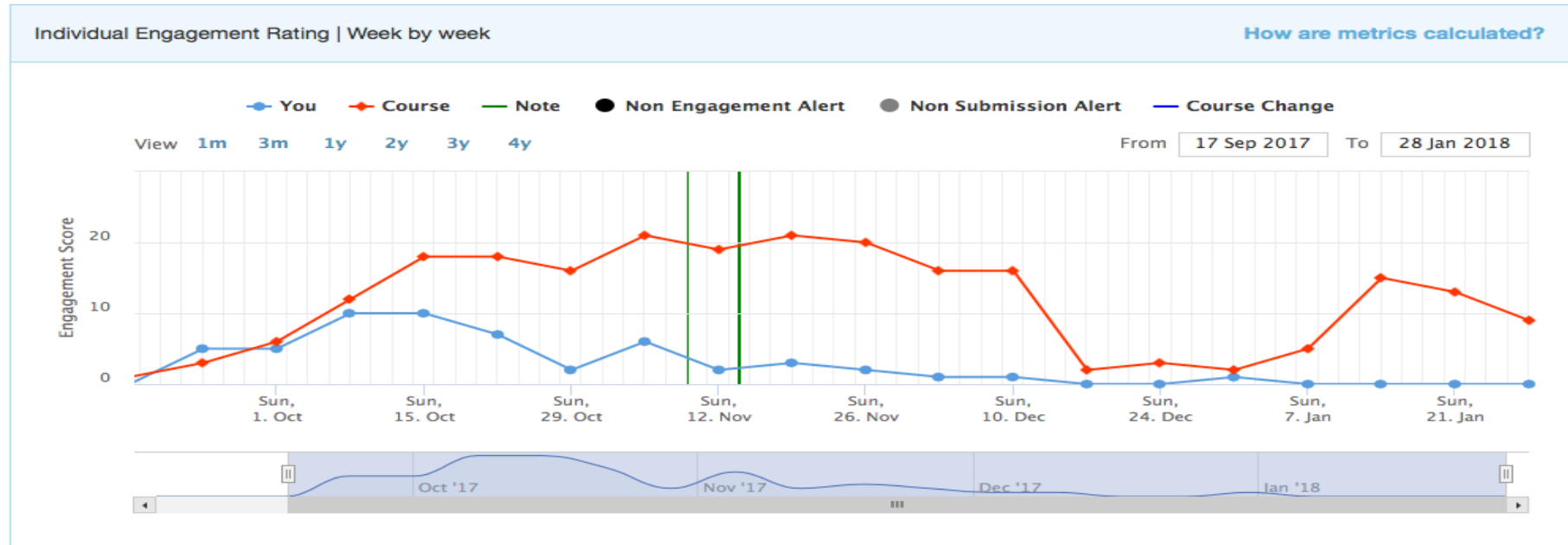
* course type not listed.

Full-time and part-time course fee levels for 2019-20 entrants.		
Please enter inflationary statement in the free text box below.		
We have assumed that regulated fees for Full-Time courses remain flat at £9250, and that the fee for Part Time Students mirrors that of the full time fee and therefore will be 50% pro-rata £9250 except for two part-time (DL) courses noted in the PT fee analysis. However, should Government policy permit we would like to apply annual increases, in line with inflation, for continuing students.		

Full-time course type:	Additional information:	Course fee:
First degree	New & Continuing Students	£9,250
Foundation degree	Students who started from Academic Year 2017/18	£9,250
Foundation year / Year 0		*
HNC / HND		*
CertHE / DipHE		*
Postgraduate ITT	New & Continuing Students	£9,250
Accelerated degree		*
Sandwich year	New & Continuing Students who started in 2018-19	£1,385
Erasmus and overseas study years	New & Continuing Students	£1,385
Other		*

Franchise full-time course type:	Additional information:	Course fee:
Foundation degree	NOVA CENTRIC LIMITED 10020858	£9,250
First degree		*
Foundation year / Year 0		*
HNC / HND		*
CertHE / DipHE		*
Postgraduate ITT		*
Accelerated degree		*
Sandwich year		*
Erasmus and overseas study years		*
Other		*

Part-time course type:	Additional information:	Course fee:
First degree	- LLB (Hons) Law Distance Learning (3 years)	£6,331
First degree	- LLB (Hons) Law Distance Learning (4years)	£4,750
Foundation degree		*
Foundation year / Year 0		*
HNC / HND		*
CertHE / DipHE		*
Postgraduate ITT		*
Accelerated degree		*
Sandwich year		*
Erasmus and overseas study years		*
Other		*

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	2018-19	2019-20	2020-21	2021-22	2022-23	Commentary on your milestones/targets or textual description where numerical description is not appropriate (500 characters maximum)
T16a_01	Student success	Gender	**Other statistic - Gender (please give details in the next column)**	Gender gap in progression to year 2 of UG study. NB OFFA guidance notes that progress should be based on long-term trends rather than sinlge data points. Therefore, our benchmark is based on a four year average between 2010/11 to 2013/14 to reduce the effect of short-term 'spikes'.	No	Other (please give details in Description column)	7.4 %points	6.6 %points	6.4 %points	6.2 %points	6.0 %points		Whilst we will continue to monitor progress internally,we are phasing out this target because it is based on an internal methodology that is not recognised externally and can get easily confused with continuation (which has a very different metohdology)
T16a_02	Student success	Gender	**Other statistic - Gender (please give details in the next column)**	Gender gap in undergraduate achievement (First Class or 2:1 degree classification). NB OFFA guidance notes that progress should be based on long-term trends rather than sinlge data points. Therefore, our benchmark is based on a four year average between 2010/11 to 2013/14 to reduce the effect of short-term 'spikes'.	No	Other (please give details in Description column)	7.4 %points	7.0 %points	6.9 %points	6.8 %points	6.7 %points		
T16a_03	Student success	Ethnicity	**Other statistic - Ethnicity (please give details in the next column)**	Ethnicity gap in progression to year 2 of UG study. NB OFFA guidance notes that progress should be based on long-term trends rather than sinlge data points. Therefore, our benchmark is based on a four year average between 2010/11 to 2013/14 to reduce the effect of short-term 'spikes'.	No	Other (please give details in Description column)	8.7 %points	7.9 %points	7.7 %points	7.5 %points	7.3 %points		
T16a_04	Student success	Ethnicity	**Other statistic - Ethnicity (please give details in the next column)**	Ethnicity gap in undergraduate achievement (First Class or 2:1 degree classification). NB OFFA guidance notes that progress should be based on long-term trends rather than sinlge data points. Therefore, our benchmark is based on a four year average between 2010/11 to 2013/14 to reduce the effect of short-term 'spikes'.	No	Other (please give details in Description column)	19.6 %points	17.6 %points	17.1 %points	16.6 %points	16.1 %points		
T16a_05	Student success	Socio-economic	**Other statistic - Socio-economic (please give details in the next column)**	Socio-economic gap in progression to year 2 of UG study. NB OFFA guidance notes that progress should be based on long-term trends rather than sinlge data points. Therefore, our benchmark is based on a five year average between 2010/11 to 2014/15 to reduce the effect of short-term 'spikes'. The target has changed because we have recently acquired ACORN data which we now use as our WP proxy.	No	Other (please give details in Description column)	6.5 %points	6.1 %points	6.0 %points	5.9 %points	5.8 %points		
T16a_06	Student success	Socio-economic	**Other statistic - Socio-economic (please give details in the next column)**	Socio-economic gap in undergraduate achievement (First Class or 2:1 degree classification). NB OFFA guidance notes that progress should be based on long-term trends rather than sinlge data points. Therefore, our benchmark is based on a five year average between 2010/11 to 2014/15 to reduce the effect of short-term 'spikes'. The target has changed because we have recently acquired ACORN data which we now use as our WP proxy.	No	Other (please give details in Description column)	10.1 %points	9.3 %points	9.1 %points	8.9 %points	8.7 %points		
T16a_07	Progression	Socio-economic	**Other statistic - Socio-economic (please give details in the next column)**	One year transition rate of NTU's WP students to NTU postgraduate taught courses.	No	2011-12	5.3%	5.7%	5.8%	5.9%	6.0%		Target is subject to change as it is difficult to forecast the effect on demand of the new postgraduate funding system
T16a_08	Access	State school	**HESA T1a - State School (Young, full-time, first degree entrants)**	Participation of under represented groups: percentage young full-time first degree entrants from state schools	No	2013-14	93.4%	94.2%	94.4%	94.4%	94.4%		We have maintained our previous target, which is greater than the England average
T16a_09	Access	Low participation neighbourhoods (LPN)	**HESA T1a - Low participation neighbourhoods (POLAR3) (Young, full-time, first degree entrants)**	Participation of under represented groups: percentage young full-time first degree entrants from low participation neighbourhoods	No	2013-14	12.3%	13.1%	13.3%	13.5%	13.6%		
T16a_10	Access	Mature	**HESA T2a - (Mature, full-time, first degree entrants)**	Participation of under represented groups: percentage mature full-time first degree entrants with no previous HE from low participation neighbourhoods	No	2013-14	17.9%	18.3%	18.4%	18.5%	18.6%		
T16a_11	Student success	Other (please give details in Description column)	**HESA T3a - No longer in HE after 1 year (Young, full-time, first degree entrants)**	% non continuation following year of entry: young full-time first degree entrants	No	2012-13	5.4%	5.0%	4.9%	4.8%	4.8%		We have maintained our already challenging previous target, against the backdrop of the increasing BTEC cohort
T16a_12	Student success	Mature	**HESA T3a - No longer in HE after 1 year (Mature, full-time, first degree entrants)**	% non continuation following year of entry: mature full-time first degree entrants	No	2012-13	11.3%	10.9%	10.8%	10.7%	10.6%		
T16a_13	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)**	% non continuation following year of entry: young full-time first degree entrants from low participation neighbourhoods	No	2014-15	6.7%	6.7%	6.7%	6.7%	6.7%		Our BTEC cohort has increased in 2015/16 to around a third of the intake. BTEC entrants are more likely to withdraw. BTEC entrants are also disproportionately from LPNs. Whilst we are addressing this through Success for All, we have kept our target in line with our actual figure for 2014/15, to reflect the changing cohort
T16a_14	Access	Disabled	**HESA T7 - Students in receipt of DSA (full-time, first degree entrants)**	% full-time first degree students in receipt of DSA	No	2013-14	4.6%	6.8%	7.0%	7.2%	7.3%		We have increased our target to reflect our improving HESA PI. Future changes in DSA regulations may necessitate amendments to targets
T16a_15	Progression	Socio-economic	**Other statistic - Progression to employment or further study (please give details in the next column)**	Socio-economic gap in UG graduate progression to further study or professional / managerial occupations. NB OFFA guidance notes that progress should be based on long-term trends rather than sinlge data points. Therefore, our benchmark is based on a four year average between 2010/11 to 2013/14 to reduce the effect of short-term 'spikes'.	No	Other (please give details in Description column)	8.5 %points	7.0%points	6.0%points	4.5%points	4.5 %points		We have maintained our target for 2021/22 to the previous year's level, as our target reduction in the gap in previous years is significant

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	2018-19	2019-20	2020-21	2021-22	2022-23	Commentary on your milestones/targets or textual description where numerical description is not appropriate (500 characters maximum)
T16b_01	Access	Other (please give details in Description column)	Outreach / WP activity (other - please give details in the next column)	Number of generic and subject-specific outreach activities	No	2013-14	550	670	710	710	710		
T16b_02	Access	Other (please give details in Description column)	Outreach / WP activity (other - please give details in the next column)	Number of participants in generic and subject-specific outreach activities	No	2013-14	26,963	29,400	30,000	30,000	30,000		
T16b_03	Student success	Other (please give details in Description column)	Outreach / WP activity (collaborative - please give details in the next column)	Number of students on the Students in Classrooms schemes. Delivered in conjunction with the University of Nottingham	Yes	2014-15	214	290	300	300	300		
T16b_04	Student success	Other (please give details in Description column)	Outreach / WP activity (other - please give details in the next column)	Number of students volunteering in schools and community groups	No	2014-15	563	612	625	625	650		

T16b_05	Access	Disabled	Student support services	Disability outreach: number of mental health agencies maintining support links	No	2014-15	17	18	18	18	20		
T16b_06	Other/Multiple stages	Disabled	Student support services	Number of students with mental health support requirements accessing NTU service	No	2014-15	260	280	285	300	320		
T16b_07	Other/Multiple stages	Disabled	Student support services	Individuals with autistic spectrum conditions accessing NTU service	No	2014-15	48	63	66	70	75		
T16b_08	Access	Disabled	Student support services	Disabled students engaged in NTU pre-entry activities	No	2014-15	120	160	170	200	200		
T16b_09	Access	Care-leavers	Student support services	Care leavers in contact with NTU service	No	2014-15	58	65	65	70	70		
T16b_10	Student success	Socio-economic	Student support services	"Back on course" interventions: number of student beneficiaries	No	2014-15	62	69	72	100	100		
T16b_11	Access	Socio-economic	Outreach / WP activity (other - please give details in the next column)	Number of students on the NTU Progression Scheme University Phase	No	2016-17	20	40	50	50	55		The first students from this scheme will enrol in NTU in September 2016. Therefore this baseline data is an estimate based on application numbers.
T16b_12	Access	Other (please give details in Description column)	Strategic partnerships (eg formal relationships with schools/colleges/employers)	Progression of Children's University participants to HE by the age of 19	No	2013-14*	36%	Cohort 12 (yr 11 2018/19) 42%	Cohort 13 (yr 11 2019/20) 43%	Cohort 14 (yr 11 2020/21) 44%	Cohort 15 (yr 11 2021.22) 45%		Long-term access target. We will track our Children's University participants. We do not have a baseline as CU students have not reached 'HE-ready age. However, our research showed that 36% of SCCO pre-16 participants from LPNs progressed to HE by 19, so we have used this to inform our target.
T16b_13	Access	Attainment raising	Outreach / WP activity (other - please give details in the next column)	Number of participants on NTU's Raising the Grade attainment raising programme	No	2016-17	673	675	695	715	740		The baseline was based on when our maths Raising the Grade conference was held over three days. Due to unforseen circumstances, this have changed to two days, hence we have changed our targets accordingly.

commentary
Optional commentary on milestones. This box is character-limited to 1000 characters; however, we are happy for you to upload additional 'supporting information' as a separate Word/pdf document.