2019-20 access and participation plan monitoring

Provider impact report

This impact report summarises the progress made by Teesside University against targets, objectives and written commitments set out in its 2019-20 access and participation plan. This document is a summary of information submitted by the provider to the OfS. This document is a self-report by the provider only and does not indicate any OfS assessment of compliance.

1. Ambition and strategy

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

Teesside University's (TU) 19/20 APP sought to enhance the experience of our widening access and underrepresented groups by:

- Delivering excellence in learning, research and enterprise
- Empowering individuals and teams to enhance their contribution to the University
- Fostering creativity, enterprise and innovation
- Embracing diversity and actively opposing prejudice
- Communicating openly, honestly and respectfully at all times
- Committing to sustainability and the protection of our environment
- Taking responsibility and demonstrating leadership

It provided a strategic commitment from TU, to deliver excellence in learning and teaching and a high quality academic experience through:

- An ambitious Learning and Teaching strategy
- An integrated and holistic approach to student development
- An inclusive Student Recruitment and Marketing strategy
- The development of strong relationships with key schools, colleges and local authorities, charities and other support agencies

In developing the ambition and strategy TU analysed its student and with 84.8% of TU students APP countable, 40% of TU students part-time and 99% of TU students from state schools the APP 19/20 plan was critical to success of the majority of our TU population.

The Learning and Teaching Strategy's central aim was to ensure that all TU students developed skills and understanding that enabled them to enhance their lives, their communities and their society; ensuring all students received a high quality academic experience, enabling them to flourish and grow their knowledge and skills through a supportive learning community. A key component of the strategy was also to enhance the learning environment and experience. As such, our advancement of the integrated and holistic approach to student development in Student and Library Services was critical to its success.

The Student Recruitment and Marketing strategy committed to supporting students, from all backgrounds, with the ability and desire to undertake higher education, widening access through on-going outreach activities. The majority of the outreach and liaison work was targeted at groups identified within the APP. Plans encouraged students from low participation areas to engage with activities both on and off campus. Working with TU partners to maximise opportunities for students to progress to higher education to deliver a range of targeted activities over the educational lifecycle. Providing students with a sustained programme of progression and attainment activities delivered across the region year on year.

2. Self-assessment of targets

The tables that follow provide a self-assessment by Teesside University of progress against the targets approved in its 2019-20 access and participation plan.

Please note the tables contain only a summary of target milestones approved in 2019-20 access and participation plans. Full information can be found in **Table 8a – statistical targets and milestones** and **Table 8b – Other milestones and targets** of Teesside University's 2019-20 access and participation plan.

Any optional commentary provided against the targets is given in Annex B.

Statistical targets and milestones

Reference Number (lifecycle stage)	Description	Baseline year	Baseline data	2018-19 milestone	2019-20 milestone	Units of target	Comparison year	Actual performance in comparison year	Target self-assessment
T16a_01 (Access)	Young Full-time first degree entrants from POLAR3 low participation neighbourhoods	2014-15	26.3%	29.4%	29.9%	Percentage	2019-20	30.9	Expected progress
T16a_02 (Access)	Participation of students in receipt of Disabled Student Allowance (Full-time undergraduate)	2014-15	8.8%	8.2%	8.5%	Percentage	2019-20	9.7	Expected progress
T16a_03 (Student success)	Students achieving their original qualification aim	2014-15	76.7%	88.1%	90.0%	Percentage	2019-20	78.4	Limited progress
T16a_04 (Student success)	Full-time first degree all entrants continuing or qualifying following year	2013-14	87.8%	94.4%	95.0%	Percentage	2018-19	84.7	No progress
T16a_05 (Progression)	Graduates (obtaining first degrees from full-time courses) in work or study 6 months after graduation	2013-14	88.1%	91.0%	92.0%	Percentage	2016-17	93.6	Expected progress
T16a_06 (Progression)	Graduates (obtaining first degrees from full-time courses) in professional level jobs 6 months after graduation	2013-14	50.6%	55.0%	57.0%	Percentage	2016-17	57.8	Expected progress
T16a_07 (Other/Multiple stages)	Percentage of new entrants who have declared a disability	2014-15	13.8%	15.5%	16.0%	Percentage	2019-20	18.6	Expected progress

Other milestones and targets

Reference Number (lifecycle stage)	Description	Baseline year	Baseline data	2018-19 milestone	2019-20 milestone	Units of target	Comparison year	Actual performance in comparison year	Target self-assessment
T16b_01 (Access)	Colloborative NE Raising Aspirations Partnership participation numbers	2014-15	9000	21000	21000	Headcount	2019-20	21282	Expected progress
T16b_02 (Access)	Activities specifically targeted to support raising aspirations and applications from underrepresented groups	2014-15	15	24	26	Headcount	2019-20	6	Limited progress
T16b_03 (Access)	Participation numbers of students across all age ranges in relation to aspiration, attainment and progression activities	2016-17	25000	30000	32500	Headcount	2019-20	25210	Limited progress
T16b_04 (Access)	Events to specific target groups to include BME, mature learners, white working class boys and SEND	2016-17	12	16	18	Headcount	2019-20	19	Expected progress
T16b_05 (Access)	To help raise the attainment of Yr5/6 literacy levels, this scheme will work closely with local schools. The University will engage with a cohort of students (a maximum of 5 per learning group) to work with over an 8-week placement to improve literacy levels through a series of interventions. An assessment of the young people's literacy levels will be taken at the start of the programme and a second one when the programme ends.	2016-17	0	50	80	Headcount	2019-20	0	No progress

3. Investment commitments

3.1. Access and participation investment for the last audited year

Please note that some differences in predicted vs actual spend may be due to reporting differences between academic and financial years.

Financial year	2019-20		
	Predicted spend (£)	Actual spend (£)	Difference (ppt)
Access investment	£1,294,613.00	£2,120,000.00	64%
Financial Support	£504,169.92	£581,000.00	15%

4. Action plan

Where progress was less than expected Teesside University has made the following commitments to increase the rate of progress against their targets.

Reference Number	Steps that will be taken in the future to make expected progress against target
T16a_03	The University is making a significant investment from 2021 in a new Student Learning function. Two new teams, Course Management and Student Success, will work across the University to enhance the student experience. The Course Management team will strengthen the interface between the student and their course experience. The Student Success team will deliver targeted interventions for those students in most need of support. Pilots will be established in 2021, with full deployment in 2022.
T16a_04	As noted above, the University is investing in a new Student Learning function, which is designed to have a significant impact on this target. The new function will deliver a Student Success Programme, specifically targeted at students at most risk of disengagement. The new function will be piloted in 2021 with full institution-wide deployment in 2022.

T16b_02	Links are being made with key contacts within schools/colleges; local authorities and virtual head teachers to highlight the events taking place virtually to specialist groups. There are now CPD workshops available to professionals/practitioners working in this area to share good practice and targeted activities to identified groups including one to one mentoring; specific information relating to specialised groups. There have been other activities offered to college/sixth form groups including an online support series (application process, HE awareness, student funding, student support) plus, in development, short videos targeted for carer experienced students on student support, student funding. Developments are also taking place with virtual head teachers to put in place a series of actions to support care experienced students which will include mentoring; live and recorded virtual sessions targeted at care experienced students as well as web video links which will be available to care experienced students. There are CPD sessions available to key practitioners including help/advice on supporting students virtually and helping build resilience. Once lockdown measures are eased there will be a move to offering on campus events for care experienced students both as a group or an individual basis. All events will be shared with key partners to distribute to appropriate contacts. The University continue to work in close partnership with key organisations and universities (NERAP) to support care experience work
T16b_03	There are a variety of online and live sessions currently available for schools to access including academic workshops/talks as well as general careers information, advice and guidance on higher education. The online chat (staff and student ambassadors) also provides an additional for support with anyone who has a query regarding HE. The Summer University 2021 will once again be offered as an online event and will be circulated to all key contacts. There are plans to offer a virtual summer school in July 2021 and the University continues to support events co-ordinated by external providers (such as NERAP; Uniconnect; Tees Valley Combined Authority; High Tide). As lockdown eases and schools/colleges return there are a variety of bookable sessions available to schools and colleges and once the campus opens up the potential to offer on campus events to small groups whilst also offering some virtual events to harder to reach groups .
T16b_05	Given the potential easing down of lockdown it is planned to offer the schools involved some type of literacy/reading activity in June/July 2021. The initial 5 schools will be offered an activity which will involve the young people researching a book (with support from an student ambassador) and then write a short story based on an element of the book that they will then animate. Ideally this activity will be delivered in the school environment however, if a new lockdown does take place, this may be done virtually. In addition to this an online literacy /animation project will also be offered online to secondary schools - this will involve storyline development, characterisation, scene writing and scripting - this will link in to the animation aspect. This will be promoted both locally and regionally.

5. Confirmation

Teesside University confirms that:

Student engagement
Have you worked with your students to help them complete the access and participation plan monitoring student submission?
Yes
Have you engaged with your student body in the design, evaluation, and monitoring of the plan?
Yes

Verification and sign off
Teesside University has confirmed that the information included in this impact report is accurate, that it has been compiled in line with OfS guidance, and that it is being submitted on behalf of the governing body of the provider.
Yes

Accountable officer sign off	
Name	Professor Paul Croney
Position	Vice-Chancellor and Chief Executive

Annex A: Commentary on progress against targets

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

Target reference number: T16a_03
How have you met the commitments in your plan related to this target?
The University has introduced a number of strategic initiatives to address this target, including the implementation of a new learner analytics platform, attendance recording tool and the establishment of the new Student Life Building. The latter includes a new operating model for aligning student support functions across the University. However, these initiatives where significantly impacted by the Covid 19 pandemic and the transition to extended periods of online delivery.
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
As a result of the Covid-19 pandemic, student support initiatives transitioned to an online operating model, ensuring that students had access to support whilst working remotely. Our learner analytics solution was remodelled to more effectively capture the engagement of students online, as opposed to on-campus.

Target reference number: T16a_04
How have you met the commitments in your plan related to this target?
The University has established a number of new strategic initiatives in this space which came on stream from 2019/20, including attendance monitoring, learner analytics and Student Life. The selected comparison year for this data is 2018/19, and therefore does not reflect the full anticipated impact of these new strategic initiatives.
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
Since the emergence of the Covid-19 pandemic, digital poverty has been recognised as a significant challenge at a national level. The University has expanded the scope of the Advance Scheme to allow students to use their funding to purchase mobile data and a broader range of technological equipment to support remote learning.

Target reference number: T16b_02
How have you met the commitments in your plan related to this target?
There were several events targeting care experienced learners that were scheduled prior to the lockdown, 3 of which went ahead, 1 which had to be cancelled due to lack of take-up and then a further 2 events were planned but cancelled due to Covid. A significant number of planned events were scheduled in Spring/Summer 2020 which had to be cancelled due to Covid. A range of online interventions were delivered in an attempt to continue engagement, however as it was not possible to capture if these participants were from underrepresented groups, they have not been counted in actual performance.

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

Online sessions were made available on the University website including general information about higher education together with academic sessions. There were also several online events including Instagram Q&A sessions, online chats and open days which were promoted to all groups. The Winter University took place on campus and 369 mature learners attended. Due to Covid -19 the Summer University was delivered online (827 mature learners participated) and promoted widely to multiple audiences including key influences within care experience area including virtual head teachers/college staff. We are unable to report on precise numbers of participants in these digital events due to not having personal characteristic data but it is likely underrepresented participants took part in many of them.

Target reference number: T16b_03
How have you met the commitments in your plan related to this target?

Between Sept 2019 until the lockdown in March 2020 there were 389 activities that took place either on/off campus. There were many pre and post 16 events/activities that had been arranged that had to be cancelled due to the pandemic - including many large scale events which had a major reduction on number count.

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

Online sessions were made available on the University website including general information about higher education together with academic sessions. There were also several online events including Instagram Q&A sessions, online chats, and open days which were promoted to all groups. The Winter University took place on campus and 369 mature learners attended. Due to Covid -19 the Summer University was delivered online (827 mature learners participated) and promoted widely to multiple audiences. We are unable to report on precise numbers of participants in these digital events due to not having personal characteristic data but it is likely underrepresented participants took part in many of them.

Target reference number: T16b_05
How have you met the commitments in your plan related to this target?

This initiative involved working with five primary schools to support their reading/literacy skills. Between March - June 2019 there were a total of 914 interactions with 115 Year 5 pupils. The plan for 2020 was to continue working with the cohort (now Year 6) together with identifying an additional Year 5 group of pupils. Due to the March 2020 lockdown occurring relatively quickly and closure of schools together with travel restrictions imposed on student ambassadors meant this activity was not possible to proceed. The key element in the reading/literacy project was face to face contact listening to the young people read and discuss in more detail the young persons understanding of what they had read. This meant the activity required access to the school environment which was not possible.

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

The project in 2018 to 2019 took place over an 8 week period and needed to be delivered in the school environment as it involved student ambassadors visiting the school and listening to the children read and then discuss with them their understanding of what they had read. Due to the lockdown in March 2020 and the subsequent difficulties in placing student ambassadors throughout the spring/summer it meant the project had to be put on hold. Though schools did re-open it was difficult for students to access schools. There were also child protection/confidentiality issues that would have made the operational aspect not possible.

Annex B: Optional commentary on targets

Teesside University's commentary on any of the targets listed in Section 2.

Reference Number	Optional commentary
T16a_01	
T16a_02	
T16a_03	
T16a_04	
T16a_05	
T16a_06	
T16a_07	
T16b_01	
T16b_02	
T16b_03	
T16b_04	
T16b_05	