Teesside University
Access and Participation Plan 2019-20

1. Assessment of current performance

The following section will examine Teesside University's performance data relating to access, retention and success by characteristics. Also included is the University's TEF data.

Teesside University's response to any challenges identified is detailed in the section titled 'Access, student success and progression measures'. As can be seen from the data overall Teesside University (TU) continues to out-perform benchmark targets in the majority of indicators.

Access Performance Indicator (%)	2016-17	
	Benchmark	Performance
T1a Young Full Time degree entrants		
From state schools	97.1[1]	99.0
From POLAR 3 low participation neighbourhoods	25.8[2]	30.6
From POLAR 4 low participation neighbourhoods	24.3	28.8
T2a Mature Full Time undergraduate entrants		
First degree entrants		
% of entrants who are mature	n/a	39.3
% of mature who are from POLAR3 low participation neighbourhoods and have no experience of HE	24.2[1]	25.9
% of mature who are from POLAR4 low participation neighbourhoods and have no experience of HE	23.0	25.7
All undergraduate courses		
% of entrants who are mature	n/a	42.1
% of mature who are from POLAR3 low participation neighbourhoods and have no experience of HE	24.2[1]	26.0
% of mature who are from POLAR4 low participation neighbourhoods and have no experience of HE	23.0	25.9
T7 Participation of students in receipt of DSAs		
All undergraduate courses		
% of entrants who have declared a disability	n/a	15.5
% of entrants in receipt of DSAs	7.7[3]	9.4

The above table demonstrates better than benchmark performance against every Access measure. Despite this performance (as can be seen within the Access and Participation Plan (APP)), TU will continue to allocate significant resource to ensuring access to university for all prospective students regardless of background. For example through the participation in the Collaborative North East Raising Aspirations Partnership (CNERAP).

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[1] 2016/17 University Target 1 T1a

[2] 2016/17 University Target 1 T1a benchmark State Schools 97.1% & low participation neighbourhoods (POLAR3) 25.8%

[3] 2016/17 University Target 2 T7

The above table highlights that TU continues to perform well in retaining students throughout their

Retention and Student Success Performance Indicator (%)	2015-16	
	Benchmark	Performance
T3a Non continuation following year of entry		
Full time first degree entrants		
Young entrants		
Continuing or qualifying	n/a	89.8
Not found at any HE institution	10.2	8.6
Mature entrants		
Continuing or qualifying	n/a	89.2
Not found at any HE institution	12.0	10.2
All entrants		
Continuing or qualifying	n/a	89.6
Not found at any HE institution	10.9	9.2
E1a Employment indicator	**2015-16**	
	Benchmark	Performance
All first degree full-time entrants		
% in work or further study	94.2	92.4
% in Professional Level Jobs	n/a	56.9

studies. The APP contains details for further activities in attainment raising to further strengthen TU's position. As can be seen TU faces a number of challenges in relation to Destination for Leavers from Higher Education (DLHE) outcomes however, as will be demonstrated in the APP, TU is placing significant strategic emphasis on supporting students into graduate employment and/or further study. Given the broader context of economic uncertainty, it is important to note that retention and student success remain a challenge and therefore TU and the Students' Union will continue to place this at the forefront of agendas.

Ethnicity

Performance Indicator	Institutional performance %	White Performance %	BME Performance %	BME difference from white
% of enrolled students	-	87.1 (8,408/9,658)	11.0 (1,065/9,658)	-
Students achieving qualification aim (2016-17)	82.1 (6,661/8,048)	82.3 (5,636/6,852)	81.4 (943/1,159)	**-0.9**
Entrants to FT First Degree programmes continuing or qualifying following year (2015-16, 2-year delay)	89.6 (2,995/3,343)	89.5 (2,646/2,957)	90.4 (348/385)	**+0.9**
Graduates in work or study 6 months after graduation (2015-16, 1 year delay)	92.4 (1,444/1,562)	93.0 (1,271/1,366)	88.2 (172/195)	**-4.8**
Graduates in professional or managerial jobs 6 months after graduation (2015-16, 1 year delay)	56.9 (888/1,562)	57.6 (787/1,366)	51.3 (100/195)	**-6.3**

TU's performance in relation to ethnicity highlights some areas for additional focus particularly around DLHE. It is important that the percentages within the data are placed within context of relatively small numbers within the BME population. As highlighted below this falls within a broader focus on DLHE outcomes for TU.

Gender

Performance Indicator	Institutional performance (most recent) %	Male Performance %	Female Performance %	Female difference from male %
% of enrolled students	-	42.4 (4,093/9,658)	57.6 (5,564/9,658)	**-**
Students achieving qualification aim (2016-17)	82.1 (6,661/8,048)	77.9 (2,580/3,310)	85.1 (4,031/4,738)	**+7.2**
Entrants to FT First Degree programmes continuing or qualifying following year (2015-16, 2-year delay)	89.6 (2,995/3,343)	87.0 (1,308/1,503)	91.7 (1,687/1,840)	**+4.7**
Graduates in work or study 6 months after graduation (2015-16, 1 year delay)	92.4 (1,444/1,562)	88.8 (562/633)	94.9 (882/929)	**+6.1**
Graduates in professional or managerial jobs 6 months after graduation (2015-16,1 year delay)	56.9 (888/1,562)	53.6 (339/633)	59.1 (549/929)	**+5.5**

Young White males from Low participation neighbourhoods

Performance Indicator	Institutional performance (most recent) %	Other Performance %	Young White Male Performance %	Young White Male difference from Other %
% of enrolled students	-	93.1 (8,988/9,658)	6.9 (670/9,658)	**-**
Students achieving qualification aim (2016-17)	82.1 (6,661/8,048)	82.9 (6,378/7,695)	66.6 (233/353)	**-16.3**
Entrants to FT First Degree programmes continuing or qualifying following year (2015-16, 2-year delay)	89.6 (2,995/3,343)	90.0 (2,794/3,105)	84.5 (201/238)	**-5.5**
Graduates in work or study 6 months after graduation (2015-16, 1 year delay)	92.4 (1,444/1,562)	93.0 (1,365/1,467)	83.2 (79/95)	**-9.8**
Graduates in professional or managerial jobs 6 months after graduation (2015-16,1 year delay)	56.9 (888/1,562)	57.1 (838/1,467)	52.6 (50/95)	**-4.5**

As the above tables demonstrate, females are significantly out-performing males in relation to both qualifications and graduate outcomes. Whilst TU's recruitment strategy focuses on the recruitment of disadvantaged white males, the APP places additional emphasis on the outcomes and success of this group.

Students Low participation neighbourhoods

Performance Indicator	Institutional performance (most recent) %	Other Performance %	Low Participation Performance %	Low Participation difference from Other %
% of enrolled students	-	69.5 (6,712/9,658)	30.5 (2,946/9,658)	-
Students achieving qualification aim (2016-17)	82.1 (6,661/8,048)	83.3 (4,859/5,832)	79.1 (1,752/2,216)	**-4.2**
Entrants to FT First Degree programmes continuing or qualifying following year (2015-16, 2-year delay)	89.6 (2,995/3,343)	90.4 (2,106/2,330)	87.8 (889/1,013)	**-2.6**
Graduates in work or study 6 months after graduation (2015-16, 1 year delay)	92.4 (1,444/1,562)	93.2 (1,056/1,133)	90.4 (388/429)	**-2.8**
Graduates in professional or managerial jobs 6 months after graduation (2015-16,1 year delay)	56.9 (888/1,562)	58.3 (661/1,133)	52.9 (227/429	**-5.4**

The above table follows the same trend as Young White Males from low participation neighbourhoods in that they underperform compared to the rest of the student populations used in the indicators identified.

Mature students (21 and over)

Performance Indicator	Institutional performance (most recent) %	Young Performance %	Mature Performance %	Mature difference from Young %
% of enrolled students	-	61.5 (5,941/9,658)	38.5 (3,717/9,658)	-
Students achieving qualification aim (2016-17)	82.1 (6,661/8,048)	76.6 (1,965/2,565)	84.7 (4,646/5,483)	**+8.1**
Entrants to FT First Degree programmes continuing or qualifying following year (2015-16, 2-year delay)	89.6 (2,995/3,343)	89.8 (1,816/2,022)	89.3 (1,179/1,321)	**-0.5**
Graduates in work or study 6 months after graduation (2015-16, 1 year delay)	92.4 (1,444/1,562)	92.3 (931/1,009)	92.8 (513/553)	**+0.5**
Graduates in professional or managerial jobs 6 months after graduation (2015-16,1 year delay)	56.9 (888/1,562)	52.2 (527/1,009)	65.3 (361/553)	**+13.1**

The above table highlights mature students are out performing young students in the majority of the indicators.

Disability/DSA

TU's performance in relation to disability/DSA shows there is still more work to be done.

Performance Indicator	Institutional Performance (most recent data) %	Not Disabled	Disabled		DSA	
		Performance %	Performance %	Difference from non-disabled %	Performance %	Difference from non-disabled %
% of enrolled students	-	84.5 (8,158/9,658)	15.5 (1,500)	-	9.2 (885/9,658)	-
Students achieving qualification aim (2016-17)	82.1 (6,661/8,048)	83.2 (5,973/7,183)	73.8 (638/865)	-9.4	77.7 (348/448)	-5.5
Entrants to FT First Degree programmes continuing or qualifying following year (2015-16, 2-year delay)	89.6 (2,995/3,343)	89.8 (2,524/2,810)	88.4 (471/533)	-1.4	89.4 (262/293)	-0.4
Graduates in work or study 6 months after graduation (2015-16, 1 year delay)	92.4 (1,444/1,562)	92.5 (1,234/1,334)	92.1 (210/228)	-0.4	91.0 (132/145)	-1.5
Graduates in professional or managerial jobs 6 months after graduation (2015-16,1 year delay)	56.9 (888/1,562)	56.4 (753/1,334)	59.2 (135/228)	+2.8	67.6 (98/145)	+11.2

The APP places additional focus on supporting students with disabilities through the universal design for learning principles. For example TU will be rolling out iPads to all full time undergraduate students from September 2018. Research on the pilot of this scheme demonstrated particularly positive feedback from students with disabilities.

Care Leavers

Performance Indicator	Institutional performance (most recent) %	Other Performance %	Care Leavers Performance %	Care Leavers difference from Other %
% of enrolled students	-	99.1 (9,572/9,658)	0.9 (86/9,658)	**-**
Students achieving qualification aim (2016-17)	82.1 (6,661/8,048)	82.3 (6,589/8,005)	51.2 (22/43)	**-31.1**
Entrants to FT First Degree programmes continuing or qualifying following year (2015-16, 2-year delay)	89.6 (2,995/3,343)	89.5 (2,973/3,321)	100.0 (22/22)	**+10.5**
Graduates in work or study 6 months after graduation (2015-16, 1 year delay)	92.4 (1,444/1,562)	92.5	83.3	**-9.2**
Graduates in professional or managerial jobs 6 months after graduation (2015-16,1 year delay)	56.9 (888/1,562)	56.9	33.3	**-23.6**

Arab Students

Performance Indicator	Institutional performance (most recent) %	White Performance %	Arab Participation Performance %	Arab difference from White %
% of enrolled students	-	87.1 (8,408/9,658)	0.0	-
Students achieving qualification aim (2016-17)	82.1 (6,661/8,048)	82.3 (5,636/6,852)	89.1	+6.8
Entrants to FT First Degree programmes continuing or qualifying following year (2015-16, 2-year delay)	89.6 (2,995/3,343)	89.5 (2,646/2,957)	-	-
Graduates in work or study 6 months after graduation (2015-16, 1 year delay)	92.4 (1,444/1,562)	93.0 (1,271/1,366)	100.0	+7.0
Graduates in professional or managerial jobs 6 months after graduation (2015-16,1 year delay)	56.9 (888/1,562)	57.6 (787/1,366)	0.0	-57.6

Asian Students

Performance Indicator	Institutional performance (most recent) %	White Performance %	Asian Participation Performance %	Asian difference from White %
% of enrolled students	-	87.1 (8,408/9,658)	5.1 (491/9,658)	-
Students achieving qualification aim (2016-17)	82.1 (6,661/8,048)	82.3 (5,636/6,852)	77.0 (332/431)	-5.3
Entrants to FT First Degree programmes continuing or qualifying following year (2015-16, 2-year delay)	89.6 (2,995/3,343)	89.5 (2,646/2,957)	89.6 (155/173)	+0.4
Graduates in work or study 6 months after graduation (2015-16, 1 year delay)	92.4 (1,444/1,562)	93.0 (1,271/1,366)	86.2 (81/94)	-6.8
Graduates in professional or managerial jobs 6 months after graduation (2015-16,1 year delay)	56.9 (888/1,562)	57.6 (787/1,366)	50.0 (47/94)	-7.6

Chinese Students

Performance Indicator	Institutional performance (most recent) %	White Performance %	Chinese Participation Performance %	Chinese difference from White %
% of enrolled students	-	87.1 (8,408/9,658)	0.4 (37/9,658)	-
Students achieving qualification aim (2016-17)	82.1 (6,661/8,048)	82.3 (5,636/6,852)	96.3 (211/219)	**+14.0**
Entrants to FT First Degree programmes continuing or qualifying following year (2015-16, 2-year delay)	89.6 (2,995/3,343)	89.5 (2,646/2,957)	90.9	**+1.4**
Graduates in work or study 6 months after graduation (2015-16, 1 year delay)	92.4 (1,444/1,562)	93.0 (1,271/1,366)	62.5	**-30.5**
Graduates in professional or managerial jobs 6 months after graduation (2015-16,1 year delay)	56.9 (888/1,562)	57.6 (787/1,366)	50.0	**-7.6**

Black Students

Performance Indicator	Institutional performance (most recent) %	White Performance %	Black Participation Performance %	Black difference from White %
% of enrolled students	-	87.1 (8,408/9,658)	2.8 (274/9,658)	-
Students achieving qualification aim (2016-17)	82.1 (6,661/8,048)	82.3 (5,636/6,852)	76.4 (240/314)	**-5.9**
Entrants to FT First Degree programmes continuing or qualifying following year (2015-16, 2-year delay)	89.6 (2,995/3,343)	89.5 (2,646/2,957)	91.0 (101/111)	**+1.5**
Graduates in work or study 6 months after graduation (2015-16, 1 year delay)	92.4 (1,444/1,562)	93.0 (1,271/1,366)	95.9 (47/49)	**+2.9**
Graduates in professional or managerial jobs 6 months after graduation (2015-16,1 year delay)	56.9 (888/1,562)	57.6 (787/1,366)	57.1 (28/49)	**-0.5**

Mixed Students

Performance Indicator	Institutional performance (most recent) %	White Performance %	Mixed Participation Performance %	Black difference from White %
% of enrolled students	-	87.1 (8,408/9,658)	2.1 (204/9,658)	-
Students achieving qualification aim (2016-17)	82.1 (6,661/8,048)	82.3 (5,636/6,852)	79.3 (111/140)	**-3.0**
Entrants to FT First Degree programmes continuing or qualifying following year (2015-16, 2-year delay)	89.6 (2,995/3,343)	89.5 (2,646/2,957)	93.9 (62/66)	**+4.4**
Graduates in work or study 6 months after graduation (2015-16, 1 year delay)	92.4 (1,444/1,562)	93.0 (1,271/1,366)	96.2 (25/26)	**+3.2**
Graduates in professional or managerial jobs 6 months after graduation (2015-16,1 year delay)	56.9 (888/1,562)	57.6 (787/1,366)	53.8 (14/26)	**-3.8**

TEF Data

	Core metric	Years			Age		POLAR		National IMD		Ethnicity		Disabled		Sex		Domicile		
		1	2	3	Young	Mature	Q1 or Q2	Q3, Q4 or Q5	Q1 or Q2	Q3, Q4 or Q5	White	BME	Yes	No	Male	Female	UK	Other EU	Non-EU
Full-time headcount: 8,705 (75%)																			
The teaching on my course	86.2	87.3	87.8	83.8	85.0	88.6	84.8	85.1	86.3	85.7	86.4	85.7	84.4	86.5	84.0	87.7	86.1	93.4	88.8
Assessment and feedback	76.6	76.7	77.4	75.9	75.2	79.5	75.5	74.8	76.8	76.2	76.8	75.7	75.1	76.9	74.2	78.3	76.4	83.3	80.1
Academic support	82.5	84.0	84.4	79.4	81.9	83.6	83.1	80.9	83.0	81.6	82.4	82.9	80.6	82.8	82.7	82.3	82.3	88.4	85.3
Continuation	89.9	90.4	89.5	90.0	90.5	89.0	90.0	90.8	89.5	90.1	89.7	91.7	90.4	89.9	87.7	91.8			
Employment or further study	89.6	88.4	88.9	91.9	89.0	90.8	87.9	89.8	87.9	91.2	90.0	86.3	86.6	90.0	85.1	92.7			
Highly skilled employment or further study	67.4	60.3	66.4	77.2	62.2	77.8	60.7	63.3	66.2	68.7	67.6	65.1	68.9	67.1	63.2	70.3			

(green)	Positive flag in core/split metrics
(blue)	Negative flag in core/split metrics
(white)	The indicator is present but there are no flags

The TEF data mirrors TU's internal data in relation to both the success and challenges TU faces. As can be seen there are no negative splits where the core metrics are unflagged or flagged positively. Where TU has negative splits these mirror the negative core metrics on graduate outcomes. Given this TU has placed and will continue to place significant emphasis and resource on graduate outcomes. As can be seen for the data within higher skilled or employment study this strategic approach is beginning to impact upon graduate outcomes however, work is still to be done.

2. Ambition and strategy

As demonstrated in the assessment of TU's current performance, widening access and supporting under-represented groups to succeed and progress from higher education is core TU activity (e.g 99% of TU students are from state schools). TU has a strategic commitment to excellence in learning and teaching, delivering a high quality academic experience, and recruits the majority of its students from the Tees Valley. TU's top ten feeder schools and colleges are within a 15-mile radius of Middlesbrough, accounting for 32% of FT undergraduate students, and the majority of TU students are recruited from the North East and Yorkshire. 84.8% of the TU students are APP countable and 40% of its students are part-time. The University's Student Futures strategy is our commitment to embedding employability within the curriculum and reinforcing TU's commitment to developing the transferable/ employability skills of its students, ensuring their qualifications are recognised by employers as high-value and relevant for a modern workforce. Given this context, the following section will set out the overarching TU strategies and drawing out particular focus as and when necessary. Teesside 2020 sets out an ambitious strategy which places students at the heart of everything we do here at the University.

Vision
Teesside will be a leading University with an international reputation for academic excellence that provides an outstanding student and learning experience underpinned by research, enterprise and the professions.

Mission
TU generates and applies knowledge that contributes to the economic, social and cultural success of students, partners and the communities we serve. Through education enriched by research, innovation, and engagement with business and the professions, we transform lives and economies.

Values
At TU we seek to enhance the experience of all our students, staff and external partners 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

The Learning and Teaching Strategy states its central aim is to ensure that *all* TU students develop skills and understandings that will enable them to enhance their lives, their communities and their society; ensuring our students all receive a high quality academic experience. This will be achieved through supporting them in a learning community that enables them to flourish and grow through knowledge and skill development. The architecture for this strategy is that of a high quality student experience integrating an education-facing learning strategy. Generation Z students increasingly demand high quality service, akin to excellence in customer service. Within this context, therefore, in addition to a core focus on learning, teaching and pedagogy, a key component of this strategy is the enhancement of the learning environment and experience. Students will be at the centre of what we do.

Student and Library Services is a key contributor to the Learning and Teaching Strategy and has a central aim of enabling student success in learning and life, working in partnership with students, academic Schools and other departments. Student and Library Services takes an integrated and holistic approach to student development with services ranging from academic skills to personal effectiveness, wellbeing and resilience. The department also offers targeted services for specific groups.

Furthermore, TU's Student Recruitment and Marketing strategy includes a commitment to support all students, from all backgrounds, and with the ability and desire to undertake higher education, widening access through the delivery of the APP and on-going outreach activities. Given TU's recruitment patterns, the vast majority of the outreach and liaison work is targeted at groups identified within the APP and activity plans are built around encouraging students from low-participation areas to engage with activities both on and off campus. The strategy contains a commitment to work with TU partners to maximise opportunites for students to progress to higher education, details of which can be seen in the APP.

The trends in young participation report published by HEFCE in January 2015, states that the North East is the region where young people are least likely to access higher education. The latest Higher Education Statistics Agency's (HESA) data published February 2018, confirms that the HE Region also has the highest proportion of entrants from low participation neighbourhoods with a percentage of 23.4% compared to a national average of 11.4%, an 12.0% difference[4].

TU's aim is to develop strong relationships with key schools, colleges and local authorities, charities and other support agencies with a view to delivering a range of targeted activity over the educational lifecycle from Primary through to Post 16 education to those at risk of not achieving their potential. This work includes engagement with a significant number of academies in the Tees Valley and beyond. TU has a strong track-record of engaging with academy schools to ensure delivery access opportunities to the range of school-level providers.

Through the close working relationships TU have with target schools and colleges, TU provides students with a sustained programme of progression and attainment activities year on year. TU's work is predominantly delivered across Teesside but have extended this further into the North East region through the partnership with the North East Raising Aspiration Partnership (NERAP). TU therefore have a regular presence in schools and also welcome pupils to the campus on repeat occasions at different stages in their education lifecycle. TU work with key schools across year groups at key transition points such as the progression from Year 6 to Year 7, during Years 8 & 9 when option choices are being made, and in Years 10 & 11 when pupils are considering their progression options post-16. TU then work with sixth form and further education colleges to support students in Year 12 and 13 considering the post 18 options.

Targeting specific underrepresented groups

As noted earlier, 84.8% of TU students can be regarded as countable for APP purposes. From 2012/13 until 2016/17, on average 51.3% of full-time undergraduates can be defined as first generation students, whose parents or guardians did not possess a higher education qualification. This high level of participation by traditionally under-represented groups means that many measures are most effectively addressed through whole cohorts of students. From a strategic perspective, TU is committed to educating students in their chosen discipline to become *confident, critical, creative, adaptable, articulate and aspiring*. This is facilitated through the development of relevant skills and the acquisition of knowledge within the curriculum relevant to particular employment sectors and pathways. In addition, TU provides opportunities for students to gain experiences that will test and reinforce their learning in ways, which support reflection and personal development. The impact of this approach is demonstrated through the sustained upward trend in both employment and highly skilled employment outcomes for full-time undergraduates over the last three years, from 88.1% to 92.4% and 50.6% to 56.9% respectively.

Students with Disabilities or Mental Health Issues

These services are co-ordinated by Student and Library Services in partnership with academic Schools and other services and provide support for TU students (specifically those identified within the *Disabilty/DSA performance* table above) throughout their time as enrolled students at

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[4] WP1 – Percentage of under-represented groups by Government Office region of domicile (HESA February 2018)

the University. Support is also identified for applicants who wich to apply to study at TU. Disability Advisers, including specialist advisers for mental health and autism, produce individual Student Support Plans for disabled students, identifying strategies and reasonable adjustments for implementation in academic Schools. A network of School Disability Co-ordinators work in partnership with Disability Services to support the effective communication, implementation and review of appropriate strategies and adjustments tailored to individual students and their programme of study. Disability specialists also work in partnership with academic Schools and central departments, such as Careers, to develop greater awareness of issues for disabled students in order to support the student experience and the development of good inclusive practice for transition, learning, teaching and policy implementation. Specialist Study Skills Tuition, Specialist Mentoring services and Academic Support Assistants support disabled students in the development of skills for success for learning and life which strengthen potential future career progression beyond graduation.

TU is an approved Assessment Centre which supports disabled applicants and current students who are studying in higher education (or further education). The service enables applicants from the Teesside area to have a needs assessment completed at TU, this then helps TU to provide reasonable adjustments for eligible students at the point of presenting evidence. This is supplemented by the funding of full diagnostic assessments, from an educational psychologist, for all pre-arrival students holding a "conditional-firm" or an "unconditional-firm" offer; this ensures that these students have all of their support needs in place at the start of their learning experience. TU seeks feedback from users of its service to inform the support offered, and to make adjustments as and when required. TU also has a team of specialists able to help staff who support students with disabilities and mental health challenges, as well as providing continuing professional development opportunities, including training sessions on autism, mental health, disability, dyslexia and pastoral care and boundaries.

White males from socio-economically disadvantaged backgrounds

Activity will be delivered to support applicants wishing to study at TU, specifically those identified within the *Young White males from Low participation neighbourhoods* table above. The University will engage this group through a broad range of outreach events across the region, both on and off campus to encourage them to apply to higher education. Indeed, TU already has a strong record in achieving this and will continue this work. Building on TU's success for attracting this group of students, once they enroll, TU is committed to ensuring that appropriate retention and student success initiatives are in place. We will ensure that effective transition activities are delivered to foster a sense of belonging and confidence for incoming students, as well as providing information, advice and guidance throughout their time in higher education. These activities will be delivered by student support services as well as academic Schools. Outreach with white males will be delivered by TU through a broad range of engagement activities. As the majority of TU students are already countable for APP purposes, this group is automatically included in a range of aspiration and attainment-raising activities designed to increase progression to HE. TU will also deliver a mentoring initiative with local partner schools whereby Year 12 students are paired with Y8 white males to improve attainment and progression. Through the NECOP, TU will be a partner in various initiatives which target white males, including a project with Middlesbrough Football Club.

BME Groups

Activity will be delivered to support applicants wishing to study at TU, specifically those identified within the relevant *Ethnicity and BME* tables above. For outreach activities, TU will continue to work extensively with community groups, church groups and charity organisations to support progression for BME groups. For example, TU will again work with a Stockton based community interest company to support the annual Taste of Africa event which engages a large BME audience, and also support the establishment and continuation of the annual Black History Month Youth Awards, which recognise the achievements of young BME students. TU will deliver a number of sessions around routes into higher education at church and community groups targeted at BME parents and will work with charity groups such as All in Youth, on projects aimed at Asian girls and BME boys through dance and music.

Care leavers

Activity will be delivered to support applicants wishing to study at TU, specifically those identified within the *Care Leavers* table above. TU have long established relationships with local authority leaving care teams, foster carers (local authority and independent), social workers and designated teachers in schools and colleges. TU will work with young people in care from Year 8, 9 and 10 to raise aspirations and broaden their horizons in terms of the choices available to them through the annual LAC specific taster day. TU will also hold its annual conference for adults responsible for care leavers to raise their awareness and knowledge of the options available to care leavers, to open communication channels and address perceived barriers. Through strong relationships TU will regularly respond to bespoke requests from foster carers, social workers and local authority teams who require individual visits and IAG for their young people.

Refugees & asylum seekers

Proportionally, Middlesbrough and the Tees Valley have a large number of refugees and asylum seekers. Through very strong and long established relationships with charity organisations supporting these groups, TU will continue to deliver a number of targeted activities to support recruitment to higher education for these group. This will include a regular presence at community and outreach events talking about the UK education system and the varied routes into higher education. TU will continue to work in partnership with organisations like the Regional Refugee Forum, Investing in People and Culture and the Methodist Asylum Project to deliver bespoke workshops and activities for young refugees and asylum seekers and their parents. English Language is a significant barrier for refugees so through the CELTA programme TU will offer free access to English language classes on campus and will work with the North Refugee Service on expanding this offer. TU will also work with Middlesbrough's Ethnic Minority Achievement Team to provide student ambassadors to support young people one-to-one with their English language. Finally, TU will be allocating Teesside Sanctuary Scholarships to asylum seekers. Like the national Article 26 Scholarships, these are a full fee waiver for a small number of asylum seekers who have met and exceeded the academic and English language requirements to study at higher education but their status makes accessing HE prohibitive.

Children of Military Families

TU will continue to work with schools and colleges in the local area who teach high numbers of children from military families to support these groups in to higher education at the outreach stage. TU will work closely with Risedale School located in Catterick. This is the key school for children from Catterick Garrison and TU already regularly attend their careers events and will further develop this relationship during the period covered by the APP.

Young carers

TU will deliver targeted activity to young carers in partnership with carer support groups in Teesside and Yorkshireto support these groups in to higher education at the outreach stage. Similar to other targeted activity, this will continue to be delivered during School holidays so as not to disrupt students' education or alienate them from their peers by removing them from the classroom.

Targeted support

Other examples of tailored innovations delivered by TU to specific groups will include:

- Twenty-One Plus Student [TOPS] – To support early retention and progression once students are enrolled on course. Demonstrating excellence in the outcomes for mature students, as a result of a multi-layered approach to academic support, this programme of support will commence prior to induction through the dedicated TOPS event. The purpose of this event is

to demystify the university experience, signpost students to a range of support services and contact points, and serve to establish a sense of community among mature entrants.

- Diversi-Tees – To suppot students once enrolled on course in the student lifecycle. Aimed at addressing particular gaps in employment outcomes for specific student groups Diversi-Tees is an exisiting mentoring scheme which continue to be rolled out, matching students with mentors in the business community. The programme will specifically support care leavers, BME, disabled and mature students. Mentees will draw on the experience of professionals in the workplace to gain employer contacts, identify career options, assist with job applications and offer work shadowing opportunities. Mentors will be drawn from a range of organisations including Cleveland Police, HM Revenue and Customs and local councils.

TU's approach to securing improvements in attainment and progression of students from different backgrounds has generated considerable success, particularly in the case of those entering with low tariff scores (200 or less). In recent years, TU has fostered an upward trend in attainment by students with lower than average tariff scores in terms of securing First or Upper Second degree classifications, rising from 47.0% in 2013/14 to 61.7% in 2016/17. This evidence of significant learning gain is a result of the coherent institutional approach to providing pedagogic, pastoral support and regular development sessions for all academic staff, to raise awareness of the challenges facing students with protected charactertics and how they can be supported more effectively.

Monitoring and Evaluation

TU's strategic approach to monitoring APP is through its Planning and Performance Review approach at both strategic and operational level, and through its Committee structure, which includes student representation to the University Executive Team and the TU's Board of Governors. Institutional KPIs are set out in the Enterprise & Business Engagement and Learning & Teaching Strategies, again reinforcing the emphasis on corporate ownership. In order to achieve KPIs a number of performance measures and a specific action planning process have been established, including clear ownership of each strand, specific progress indicators and timescales.

The evauation process for activities will be established to ensure improvement in our performance as detailed above. The APP targets and milestones are shared with the relevant senior managers within the University and these are embedded within the annual planning process.

Performance is measured via an APP working group which consists of relevant senior managers and meets regularly throughout the year (chaired by a member of the University Executive Team). This reports in turn to the Student Learning and Experience Committee (SLEC), which reports into Academic Board. Both of these senior University committees includes representation from the Students' Union.

The University will evaluate the success of the outreach activities detailed above through utilisation of the Higher Education Access Tracker (HEAT) and monitoring the number of students enrolled on TU courses from the underrepresented groups as defined by OfS. In addition, TU will evaluate activities at the point of delivery from participants in schools and colleges, and through focus groups with target groups of students on campus.

Particular attention will be paid to measuring improvements in our various APP targets throughout the year, in order to inform progress and monitor success. This will take place for all stages of the student lifecycle to ensure we are delivering a comprehensive solution.

The University has developed an Evaluation Framework to provide a rigorous institutional approach to measuring the impact of interventions relating to the student experience. The Framework utilises a Theory of Change model, providing clarity in establishing the relationships between enabling factors, activities and outcomes, therefore allowing the identification of key measurement points throughout the lifetime of a project and beyond. The systematic approach of Theory of Change more robustly captures the cumulative impact of the various factors which

can impinge on the implementation of an initiative, and facilitates the nuances of individual factors to be explored through the evaluation. Where a desired outcome has not been achieved, the model allows the specific factors contributing to the failure to be identified and explored.

The senior manager responsible for the delivery of the APP is the University Executive Team.

Student consultation and involvement

The Students' Union have been full members of the writing group for the APP, as part of the University's strategic approach to working in partnership with the student body.

TU has a distinctive approach to working in partnership with students, who are represented on key deliberative committees in the University. In addition, the Student Experience Committee has a student-led agenda and a student Co-Chair.

TU has worked closely with the Students' Union to further develop the system of Students' Union Officers, Student Representatives, and Course Representatives to enable students to strengthen representation across the University. Working with TU, students actively contribute and inform discussions and decision-making on all major student-facing committees of TU as well as a range of working groups, task and finish groups, and approval panels. Through this collaborative relationship, students have opportunities to contribute to the development of TU developments in widening participation.

TU will continue to actively engage with students throughout the period of the APP, and will conduct focus groups with a diverse range of students each semester to check against progress.

Commitment to Equality and Diversity

TU believes individuals should be able to achieve their full potential. Within TU this means providing development opportunities and removing barriers. TU's policy and strategy framework therefore identifies characteristics of student success; establishes targets and performance indicators; and maintains a commitment to ensuring equality and diversity. These objectives will be served by the fostering of a diverse and supportive environment for students alongside specific and targeted interventions intended to address the particular needs of groups with specific characteristics. The work undertaken as a consequence of the APP aligns with TU's Equality Action Plan (2016-2020) which has the following aims:

• To raise awareness in the University community of equality and diversity and to develop understanding of respect, rights and responsibilities amongst students, staff and those engaged with the University
• To reduce inequalities in the experience and attainment of student and staff and to ensure that the whole University community can understand and achieve their potential
• To embed equality and diversity into wider TU activities

TU is committed to embedding Equality and Diversity in to all its strategies and it has an excellent track record in delivering a curriculum and learning experience that recognises diversity and provides positive outcomes for all. TU has set out agreed Equality Objectives through to 2020 which have been developed in consultation with staff and students via the Equal Opportunities Committee and focus groups.

TU has taken care to ensure that its commitments under the APP and its duties and objectives under the Equality Act are aligned. The objectives developed for the Equality Action Plan 2016 align with the targets established in the APP.

The University's Executive Director of HR is also TU's Equality and Diversity Champion and chairs an Executive Committee which includes membership of key departments and role-holders including Student & Library Services and Student Recruitment & Marketing, who have responsibility for delivering and monitoring the steps outlined in this APP.

3. Access, student success and progression measures

TU is committed to broadening access to HE and employs a range of approaches. The following section provides some examples that TU will engage in 2019-20.

TU successfully secured HEFCE Catalyst Funding for a project aimed at tackling and raising awareness of sexual violence, hate crimes, harassment and bullying. The primary aim was to bring together multiple agencies to provide clear and seamless pathways to advice and support for TU students. The HEFCE bid submitted by TU was formally supported by the Students' Union and the relationship and partnership that has developed has been key to the success of the project. This partnership led to the development of the project brand "Yes to Respect" by the Students' Union President for Welfare. Collaboration between TU staff, the Students' Union staff and Officers has been critical and is evidenced by the joint development and delivery of multiple awareness raising campaigns and training sessions for student staff. Training was mandatory for all Students' Union staff and leaders of clubs and societies and was delivered by TU and the Students' Union staff in partnership. There is also active representation from the Students' Union staff and Officers on the project advisory group. Further development of the 'report and support' website is planned for 2019/20.

In addition to TU Advance (see section below under Student Support), TU offers a range of financial support through its work with philanthropic donors. Many of these are ring-fenced to students who are targeted in the APP. For example, the TU Sanctuary award is specifically for students who are unable to obtain funding from the Student Loan Company (SLC) by virtue of immigration status, for example asylum seekers. The Success Photography scholarship supports applicants to Film, Television and Fine Art courses where their household income is below £25,000 per year. TU Care leaver bursary provides support of £1,000 for each year of a students' course. Many of these packages are prioritised for students from the Tees Valley where the data shows higher levels of deprivation and lower levels of participation. Evaluation of financial support will be carried out using the toolkit developed by OFFA. We will use this tool for our 2018/19 entrants as this is the first year of financial support included in our AAP.

Staff from Student and Library Services deliver outreach funding sessions in local schools, Sixth Form colleges and colleges, as well as on campus to deliver funding advice presentations to prospective students and their influencers. These presentations are delivered by specialist finance advice staff to ensure accurate and clear information, advice and guidance is given. TU also offer one-to-one advice sessions to prospective students to support student in making the transition in to Higher Education.

TU employs a range of methods, depending on the specific cohort TU are working with. From lighter touch activities such as 'Detectees'; which brings Primary pupils on campus to explore a university environment; to 'Motivational visits' in Year 8 & 9 where students are encouraged to develop soft skills through activities which further enhance their knowledge of HE; through to subject specific taster session at 'Choose your Future', where students can sample the wide and varied range of subjects available to them. TU's established 'Passport' scheme and outreach activity provides opportunity for students to sample university life and study, gain information, advice and guidance on entry requirements, support with personal statement writing and interview preparation.

Student ambassadors play an essential role in all of the aspiration and attainment raising activity TU deliver. Sessions are often led by experienced ambassadors who act as positive role models. TU have expanded the student ambassador programme considerably, allowing TU to deliver more and varied activities as well as ensuring that the ambassador cohort is representative of the young people TU are working to reach. TU therefore have ambassadors from a wide range of educational background, cultures and experiences.

TU have further segmented a targetted audience to offer tailored activity to those students with additional barriers. Specifically, this includes white working class males, young people from ethnic

minority backgrounds, young carers and care leavers and those with special educational needs. TU engage these targeted groups in one of two ways; either through core activity to which TU actively encourage participation of under-represented groups and through targeted interventions. TU have delivered activity on and off campus to these audiences, specific to their requirements, but also worked to develop good relationships with community groups, local authority teams, foster carers, young carers support groups and SEN co-ordinators in schools. TU's work in this area has increased over the years, with the development of subject specific activity and working in partnership with other organisations such as Virgin Money, BBC and High Tide. TU, as a central partner in the local community, will continue to enhance these relationships to encourage participation in higher education from under-represented groups.

Using the Higher Education Access Tracker (HEAT), TU are able to record levels and frequency of participation with each target group and school, to ensure engagement with as many young people as possible. TU also track and monitor interventions with targeted groups at a granular level to include demographic data pertaining to gender, ethnicity, domicile and disability. Evaluation takes place over a series of interventions with a view to tracking changes in behaviour, attitudes and attainment. TU also work closely with the schools and other organisations and groups to continuously develop and enhance TU's activity.

TU's attainment and progression activities are complemented by TU's involvement with the NERAP which TU joined in 2014/15. NERAP act as a single point of contact for widening participation work in the North East region on behalf of the five North East universities. Activity includes representation at a broad range of school and college events which provide pupils with IAG about higher education and also includes a range of specific targeted activity for under-represented groups. TU recently committed ongoing support and continued membership of NERAP to ensure the continuation of shared best practice.

NERAP and TU, are now part of the NECOP, a National Network for Collaborative Outreach (NNCO), which works with further education providers to undertake specific targeted work aimed at raising attainment levels through sustained activity at targeted schools. The NECOP (and NERAP) partnerships are the vehicle for sharing best practice across the wider region. Regular communication and reporting takes place within the management structures of these partnerships.

TU has developed three key targets for delivering activity during the period of the APP. Working with school, college and NECOP partners:

• 32,000 interactions (across all age ranges) engaged in aspiration, attainment and progression activities.
• 18 events developed and delivered to specific target groups to include disadvantaged white males, black and minority ethnic students, Specialist Educational Needs and Disability (SEND) students and mature learners.
• 60 students (from years 5/6) targeted to raise attainment in literacy levels (rising to 120 by 2021/22)

Regarded as an 'anchor institution' which supports the needs of the regional economy, as well as the aspirations of local communities and individuals, working within this local context, TU continues to enhance its teaching excellence, raising students' aspirations and confidence. It is recognised in the sector as a leader in raising aspirations and has an excellent reputation for providing access to higher education to under-represented groups, consistently performing better than its benchmarks. The NSS data demonstrates that TU offers a strong student experience (NSS overall satisfaction was 82% in 2017) that is carried through a diverse range of demographic groups. TU is a dynamic university and the approach to learning and teaching and interventions detailed below demonstrate its commitment to addressing the challenges it faces and its continued strategic focus on nurturing a culture that facilitates teaching excellence.

To encourage progression of APP students at undergraduate level to postgraduate study, TU has appointed staff to work with target groups to inform them of the benefits of postgraduate study, employability and career potential and the available funding now available from the Government.

Student Success

The socio-economic realities of the region outlined above, mean that TU continues to face a unique set of circumstances and as such, the experience of its students must be both educationally and socially transformative. TU recognises the serious challenges it faces, and as detailed below, is deploying significant resource and investment into addressing student outcomes, via a series of symbiotic work-streams. Furthermore, enhancing the student experience and academic excellence are at the heart of *Teesside 2020*, which reaffirms the university's commitment to educate TU students in their chosen discipline, to become confident, critical, creative, adaptable, articulate and aspiring, which will be achieved through inspiring, professional and relevant research informed teaching.

As part of TU's ongoing commitment to providing an excellent teaching and learning experience, TU is undertaking an ambitious digital transformation programme. This work directly interfaces with a unique pedagogical approach defined as Future Facing Learning, and the creation of a physical and digital student hub. Future Facing Learning is designed to provide students with the knowledge, skills and tools to thrive in a complex and uncertain world. Collectively, these approaches are designed to enhance the student learning experience, make it more accessible, improve retention and academic outcomes for TU learners.

Academic Registry in partnership with key stakeholders across TU are developing a framework for universal design of learning principles for curriculum development and inclusive learning. Classroom capture technology is now available in all lecture theatres, so that sessions can be reviewed at a learner's own pace. An experimental learning space, the Future Facing Learning Digital Classroom, has been developed to promote active collaborative learning, utilising touchscreen technology and professional project-based software.

Future Facing Learning will be embedded within curriculum development through approval and review processes, with particular emphasis on inclusive approaches to learning, teaching and assessment. The Inclusivity Working Group, drawing on expertise from Academic Registry and Student & Library Services, will work with academic teams to identify, transfer and disseminate innovative pedagogic practices which exemplify inclusivity.

In 2017-18 a student portal was successfully launched to enable students to access their email, course announcements, library information, the VLE, transport links, available PCs on campus, exam results, module evaluation, their timetable and numerous other sources of information. By March 2018, over 12,000 students had registered to use the portal. TU will continue to develop this system to improve student communication and to gather feedback from students to help improve the learning experience.

Building work has also commenced on a new 'Student Life' building, which will be a single source of information, advice and guidance within the University, which will proactively reach out to students covering areas such as career guidance, financial advice, counselling and wellbeing. Running parallel to the build will be a Student Life online offering to ensure that students can get access to information when they need it.

These technologies will be integrated seamlessly into the physical offering to ensure that learners have the very best experience. Recent research by Wilkin et al (2017)[5], however, has demonstrated that digital inequalities still prevail. They go on to note two important areas for addressing this, firstly the provision of technology and secondly a focus on learning, teaching and digital upskilling. They note:

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[5] Wilkin, S., Davies, H. and Eynon, R., 2017. Addressing digital inequalities amongst young people: conflicting discourses and complex outcomes. *Oxford Review of Education*, 43:3, 332-347

'There is a need to move towards a more holistic understanding of social and digital inequality and try to deliberately to develop schemes that use technology to question and change the status quo. Ensuring regular and flexible technical access is an important ingredient, but changing teaching to facilitate the development of digital literacies… are also all necessary to begin to help educators shape this area' (p.344).

TU will pay particular focus on the digital upskilling of its staff and students. From September 2018, full-time first year undergraduates will, through the Teesside Advance Scheme, receive an iPad, keyboard and specialist toolkit of apps. The purpose of this deployment is to digitally empower students with meaningful technologies to enhance their learning experience. The toolkit of apps has been specifically chosen to mirror software commonly used in the workplace, ensuring that students attain digital skills that enable them to thrive in their chosen profession. In preparation for the student deployment, an innovative staff development offer, the Future Facing Learning Digital Development Programme, has been designed to enhance the digital fluency of student-facing staff. By August 2018, up to 400 teaching staff are expected to have participated in the Future Facing Learning Digital Development Programme, with an additional 400 student-facing staff expected to complete the programme by the end of the 2018/19 academic year. Staff participating in the programme are provided with an iPad, keyboard and a toolkit of apps to inform their pedagogic practice and ensure that staff and students alike have access to the same technologies within the learning environment.

In September 2017, TU piloted the John Smith's Aspire card to a small cohort of students, in the form of the TU Advance scheme. Students were provided with a pre-paid card (£100), which provided access to books and learning materials via an online store. Students could choose to download electronic books to their mobile devices. The scheme was launched as part of TU's ongoing commitment to providing financial help to support access to higher education, whilst simultaneously enhancing students' learning and teaching to deliver academic success.

From 2018-19 the full TU Advance Scheme (including iPad and learning resource credit) this scheme will be extended to all new entrant first year full-time undergraduate students on the main campus. Moreover, the learning resource credit has been extended to £100 per annum. As with the 2018/19 Access Agreement, this has been included in within the APP 'Financial Support' section. As can be seen above the scheme is very much designed to address inequalities within success and progression.

TU is committed to evaluating this scheme throughout the period of the APP and will amend and enhance as necessary.

Student engagement is addressed through TU's course design and approval processes which ensure that contact time appropriate to the discipline and subject is built into student timetables and appropriate weighting given to independent study. In addition, courses are regularly reviewed to take account of discipline, sector and industry developments; the majority of TU's courses are accredited by professional, statutory and regulatory bodies (PSRBs).

As identified within Section 1 TU will continue to strategically focus on retention and progression. TU is piloting the use of learner analytics and related support during 2018-19 with the aim of full rollout for 2019-20. Course dashboards have been deployed to review and enhance teaching quality and student engagement. The course dashboard tool is used to measure performance in line with the Institution's published KPIs. Building on TU's deeply embedded attendance monitoring procedures supported by dedicated retention support staff, there will be a continued focus on retention with learner analytics used, to both shape its services and act as a trigger to prompt timely intervention and support for its students.

The Learning Hub in the Library offers academic and employability skills development workshops and one-to-one support sessions, with direct referral links to and from academic Schools. The Learning Hub is an inclusive service that is offered to all TU students, providing a range of approaches to enhance student skills. In 2016/17 a total of 1,202 students engaged with the Learning Hub, 18% of which were students with a disability. The majority of this engagement was

through the succeed@tees workshops, which are a series of informal workshops covering a range of topics to enable students for learning and life. The majority of the students reported a positive experience in attending the 2016-17 workshops, with over 94% of attendees finding them useful, and over 96% of attendees finding them clear. The Learning Hub website provides access to online tutorials on writing and referencing. There were nearly 40,000 hits on the site during 2016-17. In addition, libguides for each subject area provide subject-specific advice including links to the most relevant resources for literature searching.

The development of the Learning Hub was directly aligned with the introduction of more positive and engaging learning spaces within the library and was steered by academic and professional staff in partnership with students. The Learning Hub Co-ordinates the Peer Assisted Study Sessions [PASS] scheme (now running in programmes offered by all academic Schools) which is another strong example of the University's partnership work with students.

PASS was piloted in two subject areas in 2014. Sessions are delivered by student leaders who are supported in their work by an academic champion. Following evaluation and positive feedback new subject areas were nominated by academic Schools and the Scheme has continued to grow each year, based on evaluation and School-identified demand. Weekly and annual monitoring and evaluation has fed into further development of the scheme to focus additionally on foundation level and level 4 schemes, to support transition to HE as well as working within whole programmes rather than particular modules. Within the scheme, students are trained to mentor and guide students in lower years to develop their learning skills. In 2016/17 53 active pass leaders supported a total of 236 unique attendees (853 student attendance at workshops). The scheme has mutual benefits for leaders and attendees with demonstrable outcomes in terms of student learning skill development as well as increased confidence in the leaders.

In Teesside 2020 there is a clear focus on real world impact, through which TU will deliver high quality teaching and learning that prepares students for a career in the global economy. The Learning and Development team has worked with academic Schools, facilitating a group to review and embed employability in the curriculum. Careers advisers also work with School staff and students to develop greater in depth knowledge of the specific needs of the School/course. All course teams are expected to demonstrate that they have considered the development of employability opportunities throughout the duration of the course; this is tested as part of the annual monitoring and evaluation process. Additionally, course teams must demonstrate that employers have been involved/consulted with regards to course design, to ensure that the course has relevance to industry and develops key employability skills. In some areas specific modules have been developed, whilst the School of Science, Engineering and Design has implemented a structured framework embedded in the curriculum across its whole portfolio.

TU has built a strong reputation for engaging with employers across all areas of the portfolio. In the development of new courses, the engagement, feedback and contribution from its partners is an essential part of the process. TU has established links with hundreds of companies across the UK and overseas, and engage with them regularly to support its intitiatives around the student and learning experience, graduate employability and careers advice and guidance.

TU provides students with a range of opportunities throughout their course to gain vital experience of the workplace through a placements scheme, internships and work-based elements of the curriculum.

These schemes are extended to graduates in the form of internships and placements, as well as utilising TU's employer network to open up employment opportunities. An example are TU's Knowledge Exchange Internships, which provide opportunities for graduates, mentored by University academic staff, to drive forward a live business project. TU's Graduate Internship Scheme provides students with the opportunity to develop key skills during their placement such as client responsiveness, task management, teamwork skills, business skills, social skills and thinking skills. As well as building confidence in a work environment and developing the contacts and networks needed for successful career development.

TU has implemented a Student Futures strategy that will build on this expertise, further embedding employability within the curriculum and reinforcing TU's commitment to developing the transferable/ employability skills of its students.

A key part of the Student Futures Strategy has been the introduction of an employability questionnaire for all students at the point of registration each year, and investment in employability tracking software called Target Connect. The system will go live for all students in September 2018. The questionnaire data, linked to SITS data and the information in the employability tracking system on levels of participation and engagement with the student futures offer, now allows the Student Futures team to develop caseloads targeting key groups within the student body, particularly those who have traditionally been furthest from the labour market on graduation, and those lacking relevant work experience, including BME students, white working class males and disabled students.

An example of how TU is using the data is to target students who have reached the final year of their programme and have no or little work experience. TU offers this group a 12 week winter placement or a 6 week summer placement with one of the University's business partners to boost their experience, skills, confidence and chances of securing a graduate role.

Working in conjuction with each of the academic Schools, the Student Futures team are encouraging these groups to engage with a range of activities to develop skills, build resilience, social capital, confidence and widen horizons beyond the Tees Valley, including volunteering, summer and winter intership schemes, and ongoing placement and project activity in the curriculum which exposes them to employers and opportunities.

TU is also currently reviewing the enterprise and employability mentoring offer, to ensure that there is a balanced cohort of available mentors, including recent alumni from the key target groups, which includes BME and white working class males, who can be used both as mentors and postive role models.

TU has also been approached by a number of sector groups and graduate employers who are looking to widen the diversity of their workforce. TU are now working alongside these employers and membership organisations to support them to target recruitment at the BME, older graduates and males who are the first in their family to university, and who tend to lack the confidence and social capital to gain graduate roles.

In alignment with the Student Futures Strategy, specialist staff deployed centrally and within the academic Schools will work with academic teams to embed the concept of 'future readiness' within the curriculum, and strengthen existing synergies with volunteering, mentoring and work experience activities.

TU is one of the only universities in the UK to have a permanently staffed volunteering bureau, which offers students the opportunity to enhance their experience and skills through a broad range of voluntary opportunities. This year 13600 hours of volunteering have been completed by 350 students, which has significant positive impact on the local community and the skills and condense of the students engaged. Using the questionnaire, the Employability management system and through working with the Associate Deans in the academic Schools TU has a target to increase both hours and participation year on year because 89% of graduate employers look for volunteering experience and TU students who volunteer are far more successful in securing graduate roles than their counterparts. TU have a number of projets in place to do this including volunteering challenges in the curriculum and using the Student Futures data to target those furthest from the labour market.

Academic Registry has developed the successful student as researchers scheme, targeting support to enhance the success of a diverse range of students in their applications to the scheme. This provides the opportunity for undergraduate students to undertake aspects of research activity in conjunction with experienced researchers to enhance their research and transferable skills as well as aspirations for post-graduate study.

As part of the structural changes delivery of Teesside 2020 TU is building on these successes and re-engineering its approach to the delivery of learning and teaching. Further developments during the timeframe of the APP include:

- The Threshold Quality Standard review leading to the replacement of the existing threshold-based definition and model of quality assessment to an 'indicator and expectations' framework. The new approach will capture the complex and varied ways in which students engage with TU and the ways in which TU work in partnership with students to improve their learning experience and support them to achieve.
- Review of TU regulations
- The commencement of a Digital Transformation Programme which aims to change the culture of TU to one where an outstanding student learning experience is enabled and underpinned by technology. Projects in this programme include a review of the VLE, and Digital Literacies development
- A portfolio review of the University's offer to students
- Development of a module evaluation tool to enable effective evaluation and benchmarking across the sector
- Review and rationalisation of progression regulations
- Development of a University-wide Personal Tutoring system
- Development of a suite of Learning Analytics including Classroom usage, Learning Resources usage and engagement with the VLE to inform student support strategy development
- Improvements in course organisation and management including timetabling and student feedback delivery
- Initial development of a holistic, student 'success' model for learning and for life building on the work of the Learning Hub and moving away from a previous 'deficit' model of support. This will involve partnership between students, Academic and Professional Services staff. The physical manifestation of this will be the proposed Student Life building (commencing 2018).
- Delivery of the TU Advance scheme; allowing students to access digital learning materials to enhance their learning and progression

In recognition of the particular student characteristics in the School of Computing, Media and the Arts, a number of initiatives have been developed to support student success. The schemes are co-ordinated by a dedicated Principal Lecturer role for Student Support who reports to the Associate Dean (Learning and Teaching) as part of a holistic approach to supporting students.

The Principal Lecturer works with Course Teams and the available learner analytics to influence engagement and supports students using School-based and TU resources.

The dedicated PL role was intriduced to support student attainment and success in response to a clear need within this particular cohort of students.

The Principal Lecturer (Student Support) works with the admin Student Support Team and key academic staff to look at engagement of students and to proactively contact students with issues – this works on a 'triage' basis and the PL looks after complex cases drawing up individual support plans.

Initiatives introduced include dedicated year Student Voice sessions held regularly, Staff Office Hours, Fitness to Study process and Course Leader review sessions to ensure good practice regarding support is shared.

In addition to support in the classroom, TU has developed a number of complementary intitiatives to support students. These include a broad range of sport and physical activity opportunities, catering for various abilities and commitment, from organised competitive SU sports clubs to casual drop-in activity.

In relation to supporting the tranisition of under-represented groups into University life, TU works hard with new students entering university accommodation to engender a sense of shared belonging with peers within residences. This helps enhance the student experience by building resilience and positive relationships through on-campus living.

Progression

Longitudinal data indicate that TU students often take a longer period of time to secure highly-skilled employment compared to their peers in other institutions. Within five years of graduation, 82% of students from the 2008/09 cohort are recorded as being in sustained employment or further study (LEO data), placing TU at the forefront of comparable institutions.

The development of employability skills, career support and guidance for both TU students and graduates are strategically embedded. Moreover, as a key economic anchor in the region, TU has a successful history of working with local, regional, national and international employers. The collaborations that academics and the Department of Academic Enterprise develop in working with employers (such as Knowledge Transfer Partnerships [KTPs]) brings industry expertise back into the University, ensures the relevance of its courses and enables students to have access to a range of activities that will further enhance their employability and professionalism; to think beyond their programme of study.

TU and the Students' Union are major employers of students. Other paid job opportunities within TU are available including, library support assistants, and students as researchers.

Since the introduction of the postgraduate loan, TU has experienced a significant increase in its graduates progressing to further study, reflected in a substantial increase in postgraduate taught numbers (109.7% from 2015/16 to 2016/17).

As a University with a high proportion of local students (who remain in the region after graduation) and a labour market less buoyant than elsewhere in the UK, this is a particular challenge for TU. TU will continue to build on its experience and good practice, further embedding employability within the curriculum, developing and enhancing more employability initiatives and more workplace opportunities for students. The high level of participation at TU by traditionally under-represented groups, as noted earlier, means that many measures are most effectively addressed through whole cohorts of students. From a strategic perspective, TU is committed to educating students in their chosen discipline to become *confident, critical, creative, adaptable, articulate and aspiring*. Complementary to this, TU also recognises the importance of targeted services for specific groups of students as detailed below.

4. Investment

APP Expenditure

A summary of TU's APP expenditure plan for 2019/20 is provided below.

OFFA Countable Expenditure	2019-20 £000's	% of higher fee income
Access expenditure	£1,295	4.6%
Student Success expenditure	£1,248	4.5%
Progression expenditure	£1,428	5.1%
Expenditure on financial support	£504	1.8%
Total expenditure	**£4,475**	**16.0%**

Fees

Full Time 2019-20

- TU will charge £9,250* a year for new entrants to full-time undergraduate degrees
- Sandwich placements and study years abroad will be free
- For Foundation degrees and other undergraduate programmes the tuition fee will be £6,150* per annum including HNC/HND, postgraduate ITT and CertHE/DipHE courses.
- All fees at TU franchised UK partners are at the same fee levels as detailed above.

Part Time 2019-20

TU is committed to ensuring that no part-time student following a programme in a manner as designed and intended will be liable for a full-time equivalent fee of more than £4,625*. This means that the APP does not apply to part-time students.

* Fees will be increased in line with guidance rules established by the government each year (using RPI-X as this is what is used by the Secretary of State when determining changes to fee levels) and will be confirmed subject to any regulatory updates. The details of estimated number of entrants at each fee level are included in the Resource Plan.

Eligibility criteria for the Teesside Advance Scheme

To be eligible for the Teesside Advance Scheme the student must be a new entrant enrolling on year 0 or 1 (this excludes direct entrants to years 2 or 3 or students repeating any year) as a full-time undergraduate degree student for the 2018-19 academic year on a Teesside University course leading to an award of at least 360 credits delivered on Teesside University's Middlesbrough or Darlington campus. Students will be eligible for £100 a year for up to three years as long as they progress each year.

5. Provision of information to students

TU is committed to publishing clear and accessible information for existing and prospective students on fees and financial support. Channels include:
- TU's website
- Published materials including Prospectuses
- Social Media channels
- Unistats
- Events for a variety of audiences including schools, colleges, and employers
- Open days
- Email communication from the TU's CRM system
- External education websites
- Offer letters

TU has provision in place for students and individuals to request information in alternative formats.

TU is fully aware of the implications of the Consumer Protection Laws in respect of the responsibility to provide accurate and timely information and to consult with students on any proposed major changes to provision. TU is committed to providing timely, accurate information to UCAS (for courses that receive applications through UCAS) and the SLC, so they can populate their course databases in good time to inform applications.

* 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.		
Tuition fees may be subject to annual increases each year using the RPI-X price index as this used by the Secretary of State when determining fee levels. We will take into account a range of factors including the rise in costs of delivering the programme and changes in government funding in determining any annual increase.		

Full-time course type:	Additional information:	Course fee:
First degree	2017/18 and later years entry: All first degree students	£9,250
First degree	2017/18 and later years entry: Integrated Masters yrs 1-3	£9,250
First degree	2017/18 and later years entry: Extended Programmes All Yrs	£9,250
Foundation degree		*
Foundation year / Year 0		*
HNC / HND	2017/18 and later years entry	£6,150
CertHE / DipHE	2017/18 and later years entry	£6,150
Postgraduate ITT	2017/18 and later years entry	£6,150
Accelerated degree		*
Sandwich year	2015/16 and later years entry: Placement year	£0
Erasmus and overseas study years		*
Other		*
Franchise full-time course type:	Additional information:	Course fee:
Foundation degree	Hartlepool College of Further Education - 10002917 - 2017/18 and later years entry	£6,150
HNC / HND	Hartlepool College of Further Education - 10002917 - 2017/18 and later years entry	£6,150
Foundation degree	Darlington College - 10001850 - 2017/18 and later years entry	£6,150
Postgraduate ITT	Darlington College - 10001850 - 2017/18 and later years entry	£6,150
Foundation degree	Stockton Riverside College - 10006341 - 2017/18 and later years entry	£6,150
Postgraduate ITT	Stockton Riverside College - 10006341 - 2017/18 and later years entry	£6,150
CertHE / DipHE	Stockton Riverside College - 10006341 - 2017/18 and later years entry	£6,150
CertHE / DipHE	Redcar and Cleveland College - 10005414 - 2017/18 and later years entry	£6,150
First degree		*
Foundation year / Year 0		*
Accelerated degree		*
Sandwich year		*
Erasmus and overseas study years		*
Other		*
Part-time course type:	Additional information:	Course fee:
First degree		*
Foundation degree		*
Foundation year / Year 0		*
HNC / HND		*
CertHE / DipHE		*
Postgraduate ITT		*
Accelerated degree		*
Sandwich year		*
Erasmus and overseas study years		*
Other		*

Table 8a - Statistical targets and milestones relating to your applicants, entrants or student body													
Reference number	Stage of the lifecycle (drop-down menu)	Main target type (drop-down menu)	Target type (drop-down menu)	Description (500 characters maximum)	Is this a collaborative target? (drop-down menu)	Baseline year (drop-down menu)	Baseline data	Yearly milestones (numeric where possible, however you may use text)					Commentary on your milestones/targets or textual description where numerical description is not appropriate (500 characters maximum)
								2018-19	2019-20	2020-21	2021-22	2022-23	
T16a_01	Access	Low participation neighbourhoods (LPN)	**HESA T1a** - Low participation neighbourhoods (POLAR3) (Young, full-time, first degree entrants)	Young Full-time first degree entrants from POLAR3 low participation neighbourhoods	No	2014-15	26.3%	29.4%	29.9%	29.9%			University strategy currently covers the period to 2019/20
T16a_02	Access	Disabled	**HESA T7** - Students in receipt of DSA (full-time, first degree entrants)	Participation of students in receipt of Disabled Student Allowance (Full-time undergraduate)	No	2014-15	8.8%	8.2%	8.5%	8.5%			University strategy currently covers the period to 2019/20
T16a_03	Student success	Multiple	**Other statistic** - Other (please give details in the next column)	Students achieving their original qualification aim	No	2014-15	76.7%	88.1%	90.0%	90.0%			University strategy currently covers the period to 2019/20
T16a_04	Student success	Multiple	**HESA T3a** - No longer in HE after 1 year (All, full-time, first degree entrants)	Full-time first degree all entrants continuing or qualifying following year	No	2013-14	87.8%	94.4%	95.0%	95.0%			University strategy currently covers the period to 2019/20
T16a_05	Progression	Socio-economic	**Other statistic** - Progression to employment or further study (please give details in the next column)	Graduates (obtaining first degrees from full-time courses) in work or study 6 months after graduation	No	2013-14	88.1%	91.0%	92.0%	92.0%			University strategy currently covers the period to 2019/20
T16a_06	Progression	Socio-economic	**Other statistic** - Progression to employment or further study (please give details in the next column)	Graduates (obtaining first degrees from full-time courses) in professional level jobs 6 months after graduation	No	2013-14	50.6%	55.0%	57.0%	57.0%			University strategy currently covers the period to 2019/20
T16a_07	Other/Multiple stages	Disabled	**Other statistic** - Disabled (please give details in the next column)	Percentage of new entrants who have declared a disability	No	2014-15	13.8%	15.5%	16.0%	16.0%			University strategy currently covers the period to 2019/20

Table 8b - Other milestones and targets.													
Reference Number	Select stage of the lifecycle	Main target type (drop-down menu)	Target type (drop-down menu)	Description (500 characters maximum)	Is this a collaborative target?	Baseline year	Baseline data	Yearly milestones (numeric where possible, however you may use text)					Commentary on your milestones/targets or textual description where numerical description is not appropriate (500 characters maximum)
								2018-19	2019-20	2020-21	2021-22	2022-23	
T16b_01	Access	Multiple	Outreach / WP activity (collaborative - please give details in the next column)	Colloborative NE Raising Aspirations Partnership participation numbers	Yes	2014-15	9000	21000	21000	21000			From 2015/16 the NNCO operating as a Single Point of Contact for the 5 NE HEI's. Existing targets for 2016/17 and 2017/18 have been increased to take into account the growth of the network, and the additional pump prime funding. The five universities have committed funding to sustain collaborative activity to 2019
T16b_02	Access	Attainment raising	Outreach / WP activity (other - please give details in the next column)	Activities specifically targeted to support raising aspirations and applications from underrepresented groups	No	2014-15	15	24	26	30			
T16b_03	Access	Attainment raising	Outreach / WP activity (collaborative - please give details in the next column)	Participation numbers of students across all age ranges in relation to aspiration, attainment and progression activities	Yes	2016-17	25000	30000	32500	33500	35000		
T16b_04	Access	Multiple	Other (please give details in Description column)	Events to specific target groups to include BME, mature learners, white working class boys and SEND	Yes	2016-17	12	16	18	19	20		
T16b_05	Access	Attainment raising	Other (please give details in Description column)	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.	No	2016-17	0	50	80	100	120		