

Teesside University: Access and participation plan 2024-25 to 2027-28

1.0 Introduction and strategic aim

Teesside University [TU] was established as an education institute to level-up opportunity, and this commitment to developing skilled, work-ready graduates whilst delivering civic value and social impact underpins the dynamic and innovative anchor institution it is today. TU is a high-performing global institute, dedicated to delivering opportunities and providing an outstanding learning environment, where all students can thrive and achieve their full potential. As an anchor institution rooted in the Tees Valley, TU has a rich heritage in widening participation, broadening horizons, and raising aspirations amongst students and the local community. We are committed to creating an inclusive campus that embraces diversity and supports students across the whole lifecycle.

TU's inclusive and supportive approach is evidenced by its recent award as University of the Year for Social Inclusion¹, recognising TU as a force for positive change, that supports its student community to realise their ambitions, today, and become the leaders of tomorrow. TU's pledge to develop work-ready graduates has placed it joint 51st overall nationally for graduate prospects²; and initiatives to raise aspirations in the region continue to deliver strong outcomes, including collaborations such as the North East Raising Aspirations Partnership (NERAP) and the North East Collaborative Outreach Programme (NECOP). Delivering opportunities through providing a high-quality learning environment, offering excellent courses taught by passionate staff, is intrinsic to the ethos of TU.

1.1 Strategy

TU's corporate strategy 2027: Ambition Delivered Today, consolidates TU's belief that education has the power to transform lives and that everyone with the talent to succeed, should have the opportunity to experience higher education. This student-centric approach is inherent in our vision and mission set out below:

1.2 Vision

Teesside University 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.

1.3 Mission

Teesside University 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, Teesside University transforms lives and economies.

1.4 Regional Context

TU is proud to serve its region and local communities. The Tees Valley is ranked as the second most deprived out of 38 English LEP areas, with a high proportion of localities identified as among the 10% most deprived nationally. In the academic year 2022/23, 85% of TU's students were from a disadvantaged background and 74% of UK domiciled undergraduate students were from the North East³. The top ten feeder schools and colleges are located within a 23-mile radius of Middlesbrough, accounting for 43% of full-time undergraduate students. Upon graduation, 41% of Tees Valley graduates⁴ found employment in the Tees Valley region and 49% within the North East, highlighting the significance of 'place' to the University, its students and graduates.

The socio-economic realities of the region mean TU faces a unique set of circumstances yet continues to deliver a student and learning experience that is both educationally and socially transformative. TU is extremely proud of the continued success in supporting these students; consistently outperforming benchmarks. TU works closely with local colleges through the Teesside University College Partnership to widen access to Higher Education (HE) and is positioned above the national benchmark for attracting young full-time undergraduate UK domiciled students from low participation neighbourhoods (31.4% compared to a

¹ [The Times and The Sunday Times Good University Guide 2022](#)

² Graduate Prospects - Outcomes in the Complete University Guide 2024. (130 institutions were ranked.)

³ Internal enrolments as at 15/06/2023

⁴ Tees Valley Higher Education Report 2021

benchmark of 16.1%), and mature full-time students with no previous HE experiences from low participation neighbourhoods (23.3% compared to a benchmark of 13.4%).⁵

2.0 Risks to equality of opportunity

2.1 ABMO Access

Data Analysis

Data analysis shows indications of risk around application rates, application rates by subject, and application patterns as TU continues to recruit fewer students of ABMO background when compared to the national average. ABMO students make up 12.1% of the TU population compared to the national average of 34.8%.

Context

TU recruits a significant proportion of its full-time students from the North East region and in particular from the Tees Valley where census data informs us ABMO populations are also lower than the national average. Evaluation of recruitment data at school and course level shows a prevalence for ABMO students to apply for and take up places on courses in TU's International Business School and School of Computing Engineering and Digital Technologies. Further data analysis shows similar trends between disaggregated groups of students. Data sets become small and therefore TU believes a broader approach aimed at all ABMO applicants is a more appropriate response.

Risks

As a recruiting university, TU does not believe other indications of risk such as offer rates, offer to accept ratios, or accept rates are applicable to the lower performance in recruiting students from ABMO backgrounds. TU does not identify the risks mapped to application success rates, limited choice of course type and delivery mode, or the ongoing impact of Covid as risks linked to TU's context. TU has identified the following risks which do map from the indications of risk identified to be addressed in the intervention strategy, **Knowledge and Skills, Information and Guidance, Perception of Higher Education and Progression from Higher Education**

2.2 Mental Health – Student Success (Continuation, Completion & Attainment)

Data Analysis

Data analysis shows three indications of risk to be continuation rates, completion rates, and on-course attainment rates for students with diagnosed mental health conditions which are lower when compared with students at TU with no known disability (Continuation 4.5% gap, Completion 6.9%, and Attainment 2.7%) as well as when compared to national data (Continuation 2.5% gap, Completion 1.6%, and Attainment 4.8%). The EORR links continuation rates and on-course attainment to nine potential risks to equality of opportunity and completion rates to eight potential risks.

Context

Evidence suggests these gaps are a function of the high and increasing numbers of students with diagnosed mental health conditions registered at TU, which places pressure on the timely availability of on-course personal and academic support. Data suggests that high levels of recruitment across all disability categories has increased demand for support services. Numbers also indicate a widening gap between students declaring disabilities and registering for support with services. Further, TU has seen increased numbers of students studying with multiple disabilities and complex personal backgrounds requiring increased levels of specialist one-to-one staff time. Evidence from the Office for Health Improvement and Disparities shows that referrals into secondary mental health services in the Tees Valley are significantly higher than the average in England placing increased pressure on University support services to mitigate the risks.

Risks

TU does not identify the risks mapped to Access in the EORR from the indications of risk identified due to the high level of student recruitment in this area. TU has identified four risks which do map from the indications of risk to be addressed in the intervention strategy, **Insufficient Academic Support, Insufficient Personal Support, Mental Health and Capacity Issues**.

⁵ HESA 2020-21 UK Performance Indicators

2.3 Social and Communication Disabilities – Continuation

Data Analysis

Data analysis shows an indication of risk to be continuation rates for students with social and communication disabilities which are lower when compared with students at TU with no known disability (10.8% gap) as well as when compared to national data (8.7% gap). The EORR links continuation rates to nine potential risks to equality of opportunity.

Context

Evidence suggests this gap is a function of the high and increasing numbers of students with social and communication disabilities registered at TU which places pressure on the timely availability of on-course personal and academic support. Of note, TU's School of Computing, Engineering and Digital Technologies has a significantly higher proportion of students with autistic spectrum conditions. Evidence suggests that those with social, and communication disabilities are most likely to prioritise mental health support services quality, value access to psychological support and are more likely to experience mental health conditions. Data also suggests that high levels of recruitment across all disability categories has increased demand for support services, and indicates a widening gap between students declaring disabilities and registering for support with services. Further, TU has seen increased numbers of students studying with multiple disabilities and complex personal backgrounds requiring increased levels of staff time.

Risks

TU does not identify the risks mapped to Access in the EORR from the indications of risk identified due to the high levels student recruitment in this area. TU has identified four risks which do map from the indications of risk to be addressed in the intervention strategy, **Insufficient Academic Support, Insufficient Personal Support, Mental Health and Capacity Issues.**

2.4 Cognitive and Learning Disabilities - Attainment

Data Analysis

Data analysis shows an indication of risk to be on course attainment rates for students with cognitive and learning disabilities which are lower when compared with students at TU with no known disability (9.0% gap) as well as when compared to national data (8.7% gap). The EORR links continuation rates to nine potential risks to equality of opportunity.

Context

Evidence suggests this gap is a function of the high and increasing numbers of students with cognitive learning disabilities at TU. In part, TU believes this is due to the investment TU makes in fully funding diagnostic assessments, thereby removing financial barriers for students in identifying specific learning difficulties. The increasing numbers therefore place greater pressure on the timely availability of on-course support. Data also suggests that high levels of recruitment across all disability categories has increased demand for support services. Numbers also suggest that high levels of recruitment across all disability categories has increased demand for support services and indicates a widening gap between students declaring disabilities and registering for support with services. Further, TU has seen increased numbers of students studying with multiple disabilities and complex personal backgrounds requiring increased levels of staff time.

Risks

TU does not identify the risks mapped to Access in the EORR from the indications of risk identified due to the high levels of student recruitment. TU has identified three risks which do map from the indications of risk to be addressed in the intervention strategy, **Insufficient Academic Support, Insufficient Personal Support, and Capacity Issues.**

2.5 TUNDRA Progression

Data Analysis

Data analysis shows an indication of risk related to employment outcomes as progression rates for graduates from TUNDRA quintiles 1 and 2 are lower than graduates from TUNDRA quintile 5 (Q1 13.9% gap & Q2 9.6% gap) as well as when compared to national data (Q1 6.8% gap & Q2 4.7% gap). The EORR links employment outcomes to seven potential risks to equality of opportunity.

Context

Evidence from TU's Career Ready Survey suggests that this gap may be a function of self-reported confidence levels and lack of networks. Tees Valley data suggests that digital poverty can also act as a barrier to employment progression and the Career Ready Survey suggests that place may be a factor. Local data over the last 4 years highlights 48% of students are primarily looking for a job in the Tees Valley or North East of England after graduation, with 21% specifically stating they would not consider moving away from their home area to get the job they want. Local labour market information shows that the Tees Valley is a lagging region within the UK, with an employment rate well below the national average and an unemployment rate higher than the national average.

Risks

TU does not identify the following risks linked to employment outcomes, Insufficient Academic support, Mental Health, Ongoing impact of Covid, cost pressure or capacity issues. TU has identified two risks which do map from the indications of risk to be addressed in the intervention strategy, **Insufficient Personal Support** and **Progression from Higher Education**.

2.6 Mental Health Progression

Data Analysis

Data analysis shows an indication of risk related to employment outcomes in progression rates for students with diagnosed mental health conditions are lower when compared with students at TU with no known disability (15.8% gap) as well as when compared to national data (11.6% gap). The EORR links employment outcomes to seven potential risks to equality of opportunity.

Context

Evidence suggests this gap is a function of the high and increasing numbers of graduates with diagnosed mental health conditions registered at TU. TU's Career Ready Survey suggests that this may be a function of self-reported confidence levels and lack of networks. Significant numbers of TU graduates move into small and medium-sized enterprises in the Tees Valley where there may be a challenge to accessing wellbeing support services both in the workplace and through secondary mental health services. Evidence from the Office for Health Improvement and Disparities shows that referrals into secondary mental health services in the Tees Valley are significantly higher than the average in England. Tees Valley data suggests that digital poverty can also act as a barrier to employment progression and the Career Ready Survey suggests that place may be a factor. Local data over the last 4 years highlights 48% of students are primarily looking for a job in the Tees Valley or North East of England after graduation, with 21% specifically stating they would not consider moving away from their home area to get the job they want.

Risks

TU does not identify the following risks linked to employment outcomes, Insufficient Academic support, Ongoing impact of Covid, cost pressure or capacity issues. TU has identified three risks which do map from the indications of risk to be addressed in the intervention strategy, **Insufficient Personal Support, Mental Health** and **Progression from Higher Education**.

2.7 Pre 16 Attainment

Data Analysis

Data analysis shows that in 2022 the North East had the lowest average Progress 8 scores across all English regions, at -0.27 – compared to the English Average of -0.03. Further, while Progress 8 data is not available for the academic years 2019/20 or 2020/21 due to the Covid-19 Pandemic, the North East consistently ranks last (11th) over 2018/19 and 2017/18 with scores of -0.24 and -0.23 respectively (National Average -0.03 and -0.02). The North East average for Progress 8 was -0.27 in 2021/22, South Tyneside Sunderland, Hartlepool, Middlesbrough and Redcar and Cleveland all fall below this by a minimum of -0.15 (maximum -0.26).

Context

The OfS expects an intervention strategy that addresses the risk to fair access posed by gaps in knowledge, skills and attainment emerging across childhood by making meaningful and effective contributions to supporting schools to raise pre-16 attainment. National context identifies that only one-third of disadvantaged students get the GCSE grades associated with HE entry, compared to two-thirds of their advantaged peers.

In the Tees Valley context, evidence shows Middlesbrough has the lowest performing Progress 8 scores with Hartlepool and Redcar & Cleveland also performing below the North East average. The North East as a

region also underperforms when compared to the national average. Data indicates more than a third of primary school-age children do not always have access to a device for online learning at home and 17% of secondary-age children. Evidence suggests that teacher training interventions may raise aspirations, improve attainment, increase teacher ability and retention, and improve school success.

Risks

TU does not identify Limited Choice of Course Type and Delivery Mode as a risk to be addressed in the plan due to the user informed and extensive offer in place across full-time, part-time, Degree Apprenticeships and Higher Technical Qualifications. TU has identified the following risks to be addressed in the intervention strategy in conjunction with the collaborative NERAP strategy, **Knowledge and Skills, Information and Guidance, Perception of Higher Education and Application Success Rates.**

3.0 Objectives

ABMO: Access	Baseline		Targets				Difference
Objective	Year	Data	2025/26	2026/27	2027/28	2028/29	% (+/-)
To increase the percentage of ABMO students in the TU student population.	2021/22	12.1	12.6	13.1	13.6	14.1	+2%
Mental Health: Continuation, Completion & Attainment	Baseline		Targets				Difference
Objective	Year	Data	2025/26	2026/27	2027/28	2028/29	% (+/-)
To remove the continuation gap for students with diagnosed mental health conditions compared to students with no known disability.	2020/21	4.5	3.8	2.8	1.4	0.0	-4.5%
To remove the completion gap for students with diagnosed mental health conditions compared to students with no known disability.	2017/18	6.9	5.9	4.4	2.4	0.0	-6.9%
To remove the attainment gap for students with diagnosed mental health conditions compared to students with no known disability.	2021/22	2.7	2.3	1.7	1.0	0.0	-2.7%
Social & Communication Disabilities: Continuation	Baseline		Targets				Difference
Objective	Year	Data	2025/26	2026/27	2027/28	2028/29	% (+/-)
To significantly reduce the continuation gap for students with social and communication disabilities when compared to students with no known disability.	2020/21	10.8	9.8	8.3	6.3	3.8	-7%
Cognitive & Learning Disabilities: Attainment	Baseline		Targets				Difference
Objective	Year	Data	2025/26	2026/27	2027/28	2028/29	% (+/-)
To reduce the attainment gap for students with cognitive and learning disabilities when compared to students with no known disability.	2021/22	9.0	7.5	5.2	2.7	0.0	-9%

TUNDRA: Progression	Baseline		Targets				Difference
Objective	Year	Data	2025/26	2026/27	2027/28	2028/29	% (+/-)
<p>To significantly reduce the gap in progression rates for graduates from a TUNDRA Q1 background as compared to graduates from TUNDRA Q5 background.</p> <p>To remove the gap in progression rates for graduates from a TUNDRA Q2 background as compared to graduates from TUNDRA Q5 background.</p>	2019/20	13.9	11.9	9.9	6.4	3.4	-10.5%
	2019/20	9.6	7.7	5.7	3.2	0.0	-9.7%
Mental Health: Progression	Baseline		Targets				Difference
Objective	Year	Data	2025/26	2026/27	2027/28	2028/29	% (+/-)
To significantly reduce the gap in progression rates for graduates with diagnosed mental health conditions when compared to graduates with no known disability.	2019/20	15.8	13.8	11.3	8.3	4.8	-11%
Pre 16 Attainment	Baseline		Targets (per year)				Difference
Objective	Year	Data	2024/25	2025/26	2026/27	2027/28	% (+/-)
<p>To improve the regional opportunities for pre-16 students to attend HE by 2028 and to reduce the gap in attainment rates in the North East region when compared to the national average.</p> <p>Measurable Target: To increase the percentage of participants utilising technology in the classroom following attendance at TU led digital upskilling programme.</p>	N/A	N/A	75%	80%	85%	90%	+20%

4.0 Intervention strategies and expected outcomes

4.1 Intervention strategy 1: ABMO Access - To increase the percentage of ABMO students in the TU student population by 2% by 2029.

Risks to equality of opportunity – Knowledge and Skills; Information and Guidance; Perception of Higher Education; Progression from Higher Education

Activity	Inputs	Outcomes	Cross intervention
<p>ISA1: SCHOOL OUTREACH - Outreach in targeted geographical schools/colleges (New initiative)</p> <p>Deliver targeted outreach activities by establishing and maintaining community relationships with schools/colleges in key geographical areas with high levels of ABMO in the North East.</p>	<p>0.2fte Outreach Manager plus admin costs</p> <p>0.25fte WP Assistant plus admin costs</p>	<p>Increased TU-school/college partnerships in targeted geographies. [O4.1/1]</p> <p>Increased ABMO participation in outreach programme of individuals from Year 9 – Year 13 and their parents/guardians. [O4.1/2]</p>	ISA2
<p>ISA2: SCHOOL OUTREACH - Leadership Residential</p> <p>Develop and deliver residential regional programmes delivering key leadership skills targeted at Years 11, 12 and 13.</p>	<p>Residential costs for 20 fully funded places</p>	<p>Build Year 11-13 confidence and HE-ready skills. [O4.1/3]</p> <p>Improved progression to HE via HEAT. [O4.1/4]</p>	ISA1
<p>ISA3: HORIZON BROADENING PROGRAMME – Careers and HE IAG (New initiative)</p> <p>Develop and deliver a sustained programme focussed on careers information and guidance for young people and their parents/guardians with an emphasis on broadening horizons and raising awareness around a range of career options, routes into HE, course choices and study modes inc. professional apprenticeships.</p>	<p>0.2fte Outreach Manager</p> <p>0.5fte WP Assistant</p> <p>0.25fte Outreach Assistant</p> <p>Procurement of IAG tool</p> <p>External speaker costs</p>	<p>Increased participation of ABMO young people in TU career/HE IAG interventions. [O4.1/5]</p> <p>Increased participation of ABMO young person's parent/guardian in TU career/HE IAG interventions. [O4.1/6]</p> <p>Increased awareness of career pathways, progression routes into and options for study in HE. [O4.1/7]</p> <p>Improved confidence in understanding the steps into HE from an ABMO learner family perspective. [O4.1/8]</p>	<p>ISA4</p> <p>Cross-evaluation: same schools/colleges from ISA1; ISA2 so same data track of open day and applications.</p>

Activity	Inputs	Outcomes	Cross intervention
<p>Identify and purchase a careers IAG tool for young people and their parents/guardians to enhance their careers self-efficacy. Workshops/mentoring on this tool to be delivered via the Horizon Broadening [HB] programme.</p> <p>Engage an external partner with a strong reputation for empowering individuals and communities to deliver community engagement including parents/guardians, mentoring and workshops, which will form a significant part of this exclusive programme.</p>		<p>Increased number of applications to a range of subject disciplines. [O4.1/9]</p> <p>Improved outcomes of ABMO students (long-term). [O4.1/10]</p>	
<p>ISA4: HORIZON BROADENING PROGRAMME - Careers Taster Day</p> <p>Develop and deliver ABMO Careers Taster Day to which participants and their families are invited on campus to a career focused event.</p>	<p>Staff cost plus event and admin costs</p>	<p>Attendance at Careers Taster Day. [O4.1/11]</p> <p>Improved confidence in understanding the steps into HE from a ABMO learner family perspective. [O4.1/8]</p> <p>Improved progression to HE via HEAT. [O4.1/4]</p>	<p>ISA3</p>
<p>ISA5: PEER POSITIVE REINFORCEMENT – Mentoring from current students.</p> <p>Identify ABMO mentors to engage with participants throughout the HB Programme and at key events on and off campus.</p>	<p>Student Ambassador pay costs</p>	<p>Improved confidence in understanding the steps into HE from a ABMO learner family perspective. [O4.1/8]</p>	<p>ISA6; ISA7 (and ISA3 + ISA4)</p>
<p>ISA6: PEER POSITIVE REINFORCEMENT – Positive ABMO role models.</p> <p>Target alumni to identify positive ABMO role models to include case studies and profiles and motivational workshops.</p>	<p>Staff costs</p>	<p>Improved confidence of ABMO students on HB Programme. [O4.1/12]</p> <p>Create programme identity that has a positive impact on targeted student groups. [O4.1/13]</p>	<p>ISA5; ISA7 (and ISA3 + ISA4)</p>

Activity	Inputs	Outcomes	Cross intervention
Engage TU's diverse student staff community (those working as Student Ambassadors and Student Engagement Assistants),			
<p>ISA7: PEER POSITIVE REINFORCEMENT – Media campaign (Extension to existing resource).</p> <p>Develop campaign creative to include case studies, profiles and marketing assets for use in targeted campaigns, social media and outreach.</p>	Media campaign costs	<p>Increased campaign conversion. [O4.1/14]</p> <p>Create programme identity that has a positive impact on target student groups [O4.1/13]</p>	ISA5; ISA6
<p>ISA8: COMMUNITY OUTREACH - Community engagement (on and off campus).</p> <p>Support and contribute to key community events with diverse audiences.</p> <p>Offer subsidised access for targeted ABMO learners to other recruitment activity such as Open Days, Summer/Winter University, and main campus residential.</p>	<p>Sponsorship costs</p> <p>Travel contributions</p> <p>Subsidies for Winter/Summer University and residential</p>	<p>Increase interactions within a community setting. [O4.1/15]</p> <p>Increase ABMO attendance at core recruitment events. [O4.1/16]</p> <p>Increase number of ABMO students of TU HE courses, following subsidised summer/winter university and campus residential. [O4.1/17]</p>	N/A
<p>ISA9: POST-RECRUITMENT ABMO SUPPORT - Ongoing targeted academic, orientation, and careers support.</p> <p>Provide range of opportunities via Student Futures, Student Recruitment and Outreach and Student Success to continue ABMO student academic progression and graduate development. For example, guaranteed interview for student ambassador programme, guaranteed graduate internship.</p>	<p>04fte Tutors</p> <p>0.5fte WP Assistant</p> <p>0.2fte Graduate Officer</p>	<p>Engagement with the Student Ambassador Scheme, Student Journey team, Student Success and Student Futures offer. [O4.1/18]</p> <p>Enhance the academic progression of the APP-aligned additional in-take of ABMO students. [O4.1/19]</p>	<p>IS5 & IS6</p> <p>ISA10; IST3</p>

Activity	Inputs	Outcomes	Cross intervention
ISA10: POST-RECRUITMENT ABMO SUPPORT Student Life programme of Belonging events. Enhance regular events programme to ensure link to Belonging campaigns including “Hello and Welcome” and “Inclusive TU”.	Promotion and marketing costs	Increased awareness of services, aligned to student retention/ continuation. [O4.1/20]	IS2, IS3 & IS4 ISA9
Total cost of activities per year	£188,000		

Evidence base and rationale: We have used research into what may impact ABMO access to HE, which shows that increased awareness of HE and understanding of the impact HE can have on careers are important to attract ABMO participants. Mentoring may lead to an increased awareness of HE and evidence suggests that ABMO participants often use informal information sources to make decisions on their post-school destination. It is important to note that evidence suggests that ABMO students have a higher likelihood of drop-out once in HE, making post-recruitment support essential. Further detail can be found in Annex B.

Evaluation The evaluation approach taken aligns to that described in section 7.0 and Annex B including theory of change mapping document 4.1. Our method includes both Type 2 (namely assessment of desk-based analytic trends, feedback and engagement assessments with participants, and a confidence survey) and Type 3 (three-year causality focus groups on themes of progression to HE and first year experience). All areas of Intervention 4.1 activity are included in our evaluation. Reporting outputs are both internal and external, and run from Year 1 throughout the lifespan of the APP, including an external trend analysis report in Year 3 and an external Community Outreach report in Year 4. Internal publication will be via an online Equality of Opportunity dedicated space and via Academic Board and associated reporting structures. External publication will be via NERAP, TASO advisory groups, OfS repository and other relevant external networks following ethical approval, including alignment to OfS-funded *pro:NE* project in collaboration with four other North East universities.

4.2 Intervention strategy 2: Mental Health Success -To remove the gaps in continuation, completion, and attainment for students with diagnosed mental health conditions when compared to TU students with no known disability by 2029.

Links to 4.3 (IS3) and 4.4 (IS4) **Risks to equality of opportunity** - Insufficient Academic Support; Insufficient Personal Support; Mental Health; Capacity Issues.

Activity	Inputs	Outcomes	Cross intervention
ISM1: RESOURCE - 24/7 Student Assistance Programme (New Initiative) Immediate and appropriate support service for all students regardless of mode of attendance or level	Procurement of 24/7 student resource	The academic and personal impact of a range of mental health issues is reduced, leading to (i) increased capacity in specialist support services and (ii) early intervention, therefore (iii) reducing the demand for crisis interventions. [O4.2/1]	IS3, IS4, IS5 & IS6 ISM3; ISM6; ISM7

Activity	Inputs	Outcomes	Cross intervention
of study including those who experience anxiety, low mood, and other mental health issues.		<p>Students are enabled to self-manage low-level mental health conditions because of the ability to arrange and manage their support. [O4.2/2]</p> <p>Students more likely to report mental health concerns, thus increased numbers will receive required intervention. [O4.2/3]</p> <p>24/7 access to support enables students to focus on their studies with the assurance that instant support is available. [O4.2/4]</p>	[Repeated in 4.3 and 4.4]
<p>ISM2: CULTURE - University Mental Health Charter</p> <p>Adopt the University Mental Health Charter Award approach enabling TU to adopt a whole–university approach to positive mental health for all members of the university community.</p>	Registration and accreditation fee	<p>All schools and departments across the university can demonstrate sector good practice or progression in relation to student and staff mental health. [O4.2/5]</p> <p>Staff are aware of the TU MH & wellbeing offer for student and staff and are confident in signposting to MH support services at TU. [O4.2/6]</p> <p>Students are aware of, and confident in, MH support services at TU. [O4.2/7]</p> <p>Create avenues to explore the correlation between student MH service awareness & confidence and student success outcomes. [O4.2/8]</p> <p>Improved staff and student wellbeing across our university. [O4.2/9]</p> <p>Align UMHC principles to TU Equality, Diversity & Inclusion [EDI] Action Plan. [O4.2/10]</p> <p>Academic alignment of UMHC principles, via adoption of a <i>Compassionate and Inclusive Curriculum</i> approach. [O4.2/11]</p>	ISM9

Activity	Inputs	Outcomes	Cross intervention
<p>ISM3: RESOURCE - Triage Model (New Initiative)</p> <p>Implement a new triage system to provide appropriate and accessible mental health support to all student services, specifically for in-person therapeutic support services.</p>	<p>0.6fte Retention Office</p>	<p>Students enter wellbeing services sooner and into most appropriate provision for their needs. [O4.2/16]</p> <p>Reduction in waiting lists for in-person therapeutic services. [O4.2/17]</p> <p>Increased opportunities to declare a MH condition at any point in their student journey. [O4.2/18]</p>	<p>IS3 & IS4</p> <p>ISM1; ISM6; ISM7</p>
<p>ISM4: L&T ALIGNED - Disability Co-ordinator Structure (New Initiative)</p> <p>Recruit a team of Academic School-based co-ordinators working for central Disability Services with responsibility for coordinating the timely implementation of pastoral and academic adjustments.</p>	<p>0.75fte Coordinator</p>	<p>School based academic and pastoral support implemented quickly following production of Student Support Plans. [O4.2/20]</p> <p>Improved academic performance. [O4.2/21]</p> <p>Influenced by the Education for Mental Health Toolkit (Advance HE), we will ensure a joined-up support offer within SSPs, to boost student support for success. [O4.2/22]</p> <p>Ensure relevant staff are aware of disability/mental health student needs via access to Student Support Plans. [O4.2/23]</p> <p>Student Support Plan Service Level Agreements. [O4.2/24]</p>	<p>IS3 & IS4</p> <p>[Aligned to INTEGRATION]</p>
<p>ISM5: INTEGRATION - Volunteering for Mental Health (Extension to Existing Initiative)</p> <p>Volunteering provides a range of positive benefits that improve mental health, including improved self-esteem and confidence, opportunities to learn new skills and have new experiences, increased social networks and greater life satisfaction. TU will work with students to provide a range of volunteering opportunities.</p>	<p>0.2fte Coordinator</p> <p>0.2fte Officer</p> <p>Travel support costs</p>	<p>Increased levels of life satisfaction. [O4.2/25]</p> <p>Improved academic performance. [O4.2/21]</p> <p>Increased social networks. [O4.2/26]</p>	<p>IS6</p> <p>ISM8</p>

Activity	Inputs	Outcomes	Cross intervention
<p>ISM6: RESOURCE - Student Life programme of Mental Health events</p> <p>Enhance regular events programme to ensure link to positive and proactive mental health interventions, promotion, and awareness of services to ensure mental health is talked about and is de-stigmatised.</p>	<p>Promotion and publicity costs</p>	<p>Increased awareness of services. [O4.2/13]</p> <p>Less referrals at crisis due to early intervention. [O4.2/19]</p>	<p>IS1, IS3 & IS4</p> <p>ISM1; ISM3; ISM7</p> <p>[Aligns to ISM2 CULTURE intervention strategic activity]</p>
<p>ISM7: RESOURCE - Counselling Call-out Contract (New Initiative)</p> <p>To establish a call-out contract with an external supplier of therapeutic interventions to outsource counselling waiting list students.</p>	<p>Procurement of supplier contract</p>	<p>Reduction in waiting lists for in-person therapeutic services. [O4.2/17]</p>	<p>ISM1; ISM3; ISM6</p>
<p>ISM8: INTEGRATION - Residential Transitions Events</p> <p>Residential stay on campus for 30 applicants with mental health conditions and/or autism diagnoses.</p>	<p>Staff Costs</p> <p>Residential costs</p>	<p>Increased social networks. [O4.2/26]</p> <p>Increased levels of life satisfaction. [O4.2/25]</p>	<p>IS3</p> <p>ISM5</p>
<p>ISM9: CULTURE - Staff Training / Skills Development</p> <p>Online training module development aimed at raising confidence levels of all staff when interacting with students with existing and potential mental health conditions.</p>	<p>Staff costs</p>	<p>All schools and departments across the university can demonstrate sector good practice or progression in relation to student and staff mental health. [O4.2/5]</p> <p>Staff are aware of the TU MH & wellbeing offer for students and staff and are confident in signposting to MH support services at TU. [O4.2/6]</p> <p>Increased disclosure of mental health problems. [O4.2/12]</p> <p>Increased awareness of services. [O4.2/13]</p>	<p>ISM2</p>

Activity	Inputs	Outcomes	Cross intervention
		Increased training for front facing services including security. [O4.2/14] Increased numbers of first aid MH champions. [O4.2/15]	
Total cost of activities per year	£129,000		

Evidence base and rationale: We have used research into what may impact continuation, completion, and attainment for students with diagnosed mental health conditions in particularly looking into a regional context. We have based a large proportion of the research on the extensive literature review conducted as part of the University Mental Health Charter which identifies evidence that is most relevant to student mental health and wellbeing. This review covers both academic and grey literature. The recommended interventions have also been informed by the mental health policy evidence map created by the Charlie Waller Trust. The research highlights holistic university approaches are most effective, especially relevant in our regional context. Alongside this, early identification and intervention can both prevent and reduce demand on services. Awareness and proactive campaigns are likely to reduce barriers to accessing support and/or recognising/acknowledging an issue. Further detail can be found Annex B.

Evaluation The evaluation approach taken aligns to that described in section 7.0 and Annex B including theory of change mapping document 4.2. Our method includes both Type 2 (namely focus groups, service engagement analytics assessment, a student awareness and confidence survey, an annual pulse survey, a confidence measure survey for training participants) and Type 3 (a trial school pilot with comparative student outcome trend analyses) and leans into HE sector and industry partnerships where applicable (e.g., NHS). All areas of Intervention 4.2 activity are included in our evaluation. Reporting outputs are both internal and external, and run from Year 1 throughout the lifespan of the APP, including an external Cultures of Support publication in 2027. Internal publication will be via an online Equality of Opportunity dedicated space and via Academic Board and associated reporting structures. External publication will be via the University Alliance network, TASO advisory groups, Three Rivers Network, OfS repository and other relevant external networks following ethical approval including a collaborative project on Being, Belonging, Becoming (Lead: Portsmouth University).

4.3 Intervention strategy 3: Social and Communication Disabilities Continuation - To significantly reduce the gap in continuation rates between students with social and communication disabilities when compared to TU students with no known disability by 2029.

Links to IS2 (4.3) and IS4 (4.4) **Risks to equality of opportunity** – Insufficient Academic Support; Insufficient Personal Support; Mental Health; Capacity Issues.

Activity	Inputs	Outcomes	Cross intervention
<p>ISM1: RESOURCE - 24/7 Student Assistance Programme (New Initiative)</p> <p>Provide immediate and appropriate support service for all TU students regardless of mode of attendance or level of study who experience anxiety, low mood, and other mental health issues.</p> <p>Ensure support with anxiety causing issues such as legal, tenancy, relationship and financial issues. Support will be provided through a range of accessible media and languages, including telephone, web portal, video calling and live chat facilities.</p>	<p>Procurement of 24/7 student resource</p>	<p>The academic and personal impact of a range of mental health issues is reduced, leading to (i) increased capacity in specialist support services and (ii) early intervention therefore (iii) reducing the demand for crisis interventions.</p> <p>Students are enabled to self-manage low-level mental health conditions because of the ability to arrange and manage their support.</p> <p>24/7 access to support enables students to focus on their studies with the assurance that instant support is available.</p>	<p>IS2, IS4, IS5 & IS6</p> <p>ISM3; ISM6</p> <p>[Repeated in 4.2 and 4.4]</p>
<p>ISM3: RESOURCE - Triage Model (New Initiative)</p> <p>Implement a new triage system to provide appropriate and accessible mental health support to all student services, specifically for in person therapeutic support services.</p>	<p>0.6fte Retention Officer</p>	<p>Students enter wellbeing services sooner and into most appropriate provision for their needs.</p> <p>Reduction in waiting lists for in-person therapeutic services.</p>	<p>IS2 & IS4</p> <p>ISM1; ISM6</p> <p>[Repeated in 4.4]</p>
<p>ISM4: L&T ALIGNED - Disability Co-ordinator Structure (New Initiative)</p> <p>Recruit a team of Academic School based co-ordinators, prioritising SCEDT, working for central Disability Services with responsibility for coordinating the timely implementation of pastoral and academic adjustments.</p>	<p>0.75fte Coordinator</p>	<p>School based academic and pastoral support implemented quickly following production of Student Support Plans.</p> <p>Improved academic performance.</p> <p>Ensure a joined-up support offer within SSPs, to boost student support for success.</p> <p>Ensure relevant staff are aware of disability/mental health student needs via access to SSPs Student Support Plan SLA.</p>	<p>IS2 & IS4</p>

Activity	Inputs	Outcomes	Cross intervention
		More insight into the students facing social and communication disabilities, in particular those in SCEDT.	
<p>ISM6: RESOURCE - Student Life programme of autism awareness events</p> <p>Enhance regular events programme for promotion and awareness of services. Increased visibility of autism awareness.</p>	Promotion and publicity costs	<p>Increased awareness of services.</p> <p>Earlier engagement with specialist services.</p>	<p>IS1, IS2 & IS4</p> <p>ISM1; ISM3 [Repeated in 4.4]</p>
<p>ISM8: INTEGRATION - Residential Transitions Events</p> <p>Residential stay on campus for 30 applicants with mental health conditions and/or autism diagnoses.</p>	<p>Staff Costs</p> <p>Residential costs</p>	<p>Increased social networks.</p> <p>Increased levels of life satisfaction.</p>	IS2
<p>ISM9: CULTURE - Staff Training / Skills Development</p> <p>Online training module development aimed at raising confidence levels of all staff when interacting with student with learning, cognitive or social & communication conditions.</p>	Staff and admin costs	<p>Increased staff awareness of the TU learning & disability support offer for students and confidence in signposting to relevant support services at TU. [O4.3/1]</p> <p>Increased training for front facing services including security. [O4.3/2]</p> <p>Adoption of a <i>Compassionate and Inclusive Curriculum</i> approach to increase continuation of SCD students. [O4.3/3]</p>	N/A
<p>ISD1: ONLINE RESOURCE</p> <p>Creation of a dedicated online resource space for Social & Communication/ Learning & Cognitive disabilities.</p>	Staff and admin costs	Increased awareness for students with social and communication disabilities of specialist services, support, and opportunities. [O4.3/4]	N/A

Activity	Inputs	Outcomes	Cross intervention
ISD2: L&T ALIGNED Targeted student success support to promoted academic progression of students with a LCSC disability.	0.5fte Tutor	Enhance the academic progression of APP-aligned disability declared students. [O4.3/5]	IS4
Total cost of activities per year	£95,000		

Evidence base and rationale: We have used research into students with social and communication disabilities' HE experiences to understand what may influence their continuation. There is a strong link to mental health in this body of students who are likely to see this support as just as important as the direct support for their specific disability. There are indications that awareness raising and the opportunity to meet other students with social and communication disabilities can make a significant difference to this group. We have looked at our own institutional data to understand which subjects we should prioritise to have the most impact and where we have noted that our School of Computing, Engineering and Digital Technologies (SCEDT) has a significantly higher proportion of students with autistic spectrum conditions. Further detail can be found Annex B.

Evaluation The evaluation approach taken aligns to that described in section 7.0 and Annex B including theory of change mapping document 4.3+4.4. Our method includes both Type 2 (namely training programme impact survey, stakeholder confidence surveys, monitoring reports with engagement analytics, and student outcomes trend analyses) and Type 3 (comparative student outcome trend analyses for MH support users vs non-users). All areas of Intervention 4.3+4.4 activity are included in our evaluation. Reporting outputs are both internal and external, and run from Year 1 throughout the lifespan of the APP, including an external Cultures of Support publication in 2027. Internal publication will be via an online Equality of Opportunity dedicated space and via Academic Board and associated reporting structures. External publication will be via the University Alliance network, TASO advisory groups, Three Rivers Network, OfS repository and other relevant external networks following ethical approval including a collaborative project with a South East UA institution.

4.4 Intervention strategy 4: Cognitive and Learning Disabilities Attainment - To significantly reduce the gap in attainment rates between students with cognitive and learning disabilities when compared to TU students with no known disability by 2029.

Links to IS2 (4.2) and IS3 (4.3) **Risks to equality of opportunity** – Insufficient Academic Support; Insufficient Personal Support; Capacity Issues.

Activity	Inputs	Outcomes	Cross intervention
ISD1: ONLINE RESOURCE – Creation of a dedicated online resource space for Social & Communication/Learning & Cognitive disabilities.	Staff and admin costs	See ISD1 in 4.3	

Activity	Inputs	Outcomes	Cross intervention
<p>ISD2: L&T ALIGNED</p> <p>Targeted student success support to promote academic progression of students with a LCSC disability.</p>	<p>0.5fte Tutor</p>	<p>See ISD2 in 4.3</p>	
<p>ISM1: RESOURCE - 24/7 Student Assistance Programme (New Initiative)</p> <p>Provide immediate and appropriate support service for all TU students regardless of mode of attendance or level of study who experience anxiety, low mood, and other mental health issues.</p> <p>Ensure support with anxiety-causing issues such as legal, tenancy, relationship, and financial issues. Support will be provided through a range of accessible media and languages, including telephone, web portal, video calling and live chat facilities.</p>	<p>Procurement of 24/7 student resource</p>	<p>See ISM1 in 4.3</p>	
<p>ISD3: RESOURCE – Dyslexia Guidance</p> <p>Enhance and build on dyslexia guidance for academic staff and personal tutors.</p>	<p>Staff and admin costs</p>	<p>Increased staff awareness of the TU learning & disability support offer for students and increased confidence in signposting to relevant support services at TU. [O4.4/1]</p> <p>Adoption of a <i>Compassionate and Inclusive Curriculum</i> approach to increase attainment of students. [O4.4/2]</p> <p>Enhance the academic performance, including academic progression, of APP-aligned disability declared students. [O4.4/3]</p>	<p>N/A</p>

Activity	Inputs	Outcomes	Cross intervention
<p>ISD4: RESOURCE – Intuitive Tools</p> <p>Integrate and adopt intuitive tools available through TU Advance scheme and Adobe Creative Campus.</p>	<p>Staff and admin costs</p>	<p>Enhance the academic performance, including academic progression, of APP-aligned disability declared students. [O4.4/3]</p> <p>Students are aware of and utilise the tools to enhance their learning and to reduce the need for adjustments. [O4.4/4]</p>	<p>N/A</p>
<p>ISM3: Triage Model (New Initiative)</p> <p>Implement a new triage system to provide appropriate and accessible support to all student services. Through triage we will establish student needs quickly to refer into the most appropriate service or external provision.</p>	<p>0.6fte Retention Officer</p>	<p>See ISM3 in 4.3</p>	
<p>ISM4: L&T ALIGNED - Disability Co-ordinator Structure (New Initiative)</p> <p>Recruit a team of Academic School based co-ordinators, prioritising SCEDT, working for central Disability Services with responsibility for coordinating the timely implementation of pastoral and academic adjustments.</p>	<p>0.75fte Coordinator</p>	<p>See ISM4 in 4.3</p>	
<p>ISM6: RESOURCE - Student Life programme of dyslexia awareness events</p> <p>Enhance regular events programme for promotion and awareness of services. Increased visibility of dyslexia awareness, inc. dyslexia week.</p>	<p>Promotion and publicity costs</p>	<p>See ISM6 in 4.3</p>	
<p>ISM9: CULTURE - Staff Training / Skills Development</p>	<p>Staff training and admin costs</p>	<p>See ISM9 in 4.3</p>	

Activity	Inputs	Outcomes	Cross intervention
Online training module development aimed at raising confidence levels of all staff when interacting with students with learning, cognitive or social & communication conditions.			
Total cost of activities per year	£91,000		

Evidence base and rationale: We have used research into students with cognitive and learning disabilities' HE experiences to understand what may influence their attainment. There are again indications that awareness raising can make a significant difference to this group and lead to better outcomes. A more inclusive curriculum is likely to reduce the need for individual adjustments and technology can be viewed as an enabler. We have looked at our own institutional data to understand which subjects we should prioritise to have the most impact. Further detail can be found Annex B

Evaluation See section 4.3 above

4.5 Intervention strategy 5: TUNDRA Q1&2 Progression - To significantly reduce the gap in progression rates for graduates from TUNDRA Q1 and to remove the gap in progression rates for graduates from a Q2 background as compared to TU graduates from TUNDRA Q5 by 2032

Links to IS1 (4.1) and IS5 (4.6) **Risks to equality of opportunity** – Insufficient Personal Support; Progression from higher education

Activity	Inputs	Outcomes	Cross intervention
IST1: TEES VALLEY PROGRESS PROJECT - Mentoring Scheme Following the success of the recent Advantage Tees Valley Mentoring programme where over 60 students were matched with mentors across the Tees Valley, we want to further build on this with the launch of an APP focussed programme.	0.25fte Project Leader 0.125fte Administrator	Raising aspirations of target student groups. [O4.5/1] The development of professional network for target student groups. [O4.5/2] Maintain Tees Valley SME/industry partnerships linked to graduate opportunities, established in previous schemes. [O4.5/3]	IS6 IST2; IST3; ISP1

Activity	Inputs	Outcomes	Cross intervention
<p>IST2: TEES VALLEY PROGRESS PROJECT - Funded 3- and 6-month graduate internships with SMEs within the Tees Valley.</p> <p>The ERDF funded <i>Graduates for Growth</i> programme is about to end. This programme has fully funded or part-funded 3- and 6-month internships with 144 companies within the Tees Valley over 5 years. This activity would extend this <i>Graduates for Growth</i> programme at TU.</p>	<p>1fte Project Manager</p> <p>1fte Project Officer</p> <p>Internship Costs</p>	<p>Increased work experience places for target graduates of TU, to increase number of students gaining a (professional) graduate role. [O4.5/4]</p> <p>Maintain Tees Valley SME/industry partnerships linked to graduate opportunities, established in previous schemes. [O4.5/3]</p>	<p>IS6</p> <p>IST1; IST3; ISP2</p>
<p>IST3: TEES VALLEY PROGRESS PROJECT – Tutors and Coaches</p> <p>Establish a dedicated graduate-focussed team offering a continuation of employability support past graduation. Support would include weekly check-ins giving employability guidance, pastoral care, and recruitment support.</p> <p>Graduate Coaches offer an extension to TU’s academic and progression support and sit within an APP-aligned programme of targeted support for APP groups which run from Level 4 to Level 6 into the first 12 months of graduate status.</p>	<p>1fte Success Coach</p> <p>0.8fte Tutor</p> <p>0.4fte Graduate Officer</p>	<p>Improved confidence of negotiating the labour market, for APP target students who have required additional support whilst studying. [O4.5/5]</p> <p>Improved academic confidence for progression amongst target students. [O4.5/6]</p> <p>Increased number of APP Progression target students entering graduate employment. [O4.5/7]</p>	<p>IS6</p> <p>IST1; IST2; ISP3</p>
<p>IST4: GRADUATE OPPORTUNITIES - Summer Internships</p> <p>An ongoing initiative that creates around 90 funded internships per year for recent graduates. Graduates are employed by the university but placed within organisations.</p>	<p>0.25fte Project Leader</p> <p>0.125fte Administrator</p> <p>Internship Costs</p>	<p>Graduates gain meaningful graduate-level work experience. [O4.5/8]</p> <p>Increased access to relevant employment networks for recent graduates. [O4.5/9]</p> <p>Graduates further develop their employability skills. [O4.5/10]</p>	<p>IS6</p>

Activity	Inputs	Outcomes	Cross intervention
		Increased number of APP target TU recent graduates gaining graduate-level jobs. [O4.5/11]	
<p>IST5: STUDENT OPPORTUNITIES - Student transition to Employment Initiative</p> <p>Work experience is shown to be a determining factor during the employment selection process.</p> <p>This initiative creates support for students in finding and applying for part-time/degree related/on campus vacancies that they can hold alongside their studies.</p>	Staff costs and training	<p>Increased number of undergraduates in paid part-time work. [O4.5/12]</p> <p>Obtaining work experience during their studies would increase students' likelihood of gaining graduate employment. [O4.5/13]</p>	IS6
<p>IST6: GRADUATE SUPPORT - Extended Mental Health Support</p> <p>Extend mental health support to students beyond graduation.</p>	Procurement of 24/7 student resource	<p>Extension of access to Mental Health services 18 months after graduation. [O4.5/14]</p> <p>Creation of insights on the correlation between MH and graduate outcomes. [O4.5/15]</p>	IS6 IST7
<p>IST7: GRADUATE SUPPORT - Extended Adobe access</p> <p>Students can access the extensive Adobe packages whilst they are studying. This allows them to create engaging portfolios of work. Having an extended period of access would allow the now graduate to be able to tailor their work and applications to vacancies.</p>	Licence costs	<p>Extension of access to Adobe packages 18 months after graduation, for target students. [O4.5/16]</p> <p>Creation of insights on the correlation between digital tools access and graduate outcomes. [O4.5/17]</p>	IS6 IST6
Total cost of activities per year	£456,000		

Evidence base and rationale: The TASO evidence toolkit has been core to our activities for TUNDRA Q1&2 progression where mentoring, internships and work experience are identified as impactful targeted interventions. Evidence from our career ready survey suggests that self-reported confidence levels and lack of networks is impacting progression of these groups. Further detail can be found Annex B

Evaluation The evaluation approach taken aligns to that described in section 7.0 and Annex B including theory of change mapping document 4.5. Our method includes both Type 2 (namely mentee focus groups, desk-based trend analyses, employer satisfaction survey, graduate progression pulse survey, digital impact graduate survey, internship participant impact assessment, and a career progression confidence survey) and Type 3 (comparative employability skills need analysis and a comparative graduate outcomes trend analysis with non-interns sample control group). All areas of Intervention 4.5 activity are included in our evaluation. Reporting outputs are both internal and external, and run from Year 1 throughout the lifespan of the APP, including an external Tees Valley Progress working paper in 2025 and an external Cultures of Support publication in 2027. Internal publication will be via an online Equality of Opportunity dedicated space and via Academic Board and associated reporting structures. External publication will be via NEON, the University Alliance network, TASO advisory groups, Three Rivers Network, OfS repository and other relevant external networks following ethical approval.

4.6 Intervention strategy 6: Mental Health Progression - to significantly reduce the gap in progression rates for graduates with a diagnosed mental health condition when compared to students with no known disability by 2032.

Link to IS1 (4.1) and IS5 (4.5) **Risks to equality of opportunity** – Insufficient Personal Support; Mental Health; Progression from higher education

Activity	Inputs	Outcomes	Cross intervention?
IST1; IST2; IST3, IST4; IST5; IST6; IST7	As 4.5	See 4.5	See 4.5 (NB. Target group for 4.6 is mental health declared students; for 4.5 this is TUNDRA Q1 and Q2)
Total cost of activities per year	£456,000		

Evidence base and rationale: The TASO evidence toolkit has been core to our activities for mental health progression where mentoring, internships and work experience are identified as impactful targeted interventions. Evidence from our career ready survey suggests that self-reported confidence levels and lack of networks is impacting progression of these groups. Further detail can be found Annex B.

Evaluation: See 4.5 noting that target group for 4.6 is mental health declared students, whereas for 4.5 it is TUNDRA Q1 and Q2.

4.7 Intervention strategy 7: Pre-16 Attainment - To improve the regional opportunities for pre-16 students to attend HE by 2028 and to reduce the gap in attainment rates in the North East region when compared to the national average. To increase year on year the number of school staff in the Tees Valley undertaking a TU led digital upskilling programme.

Links to IS1 (4.1) **Risks to equality of opportunity** – Knowledge and skills; Information and guidance; Perception of higher education; Application success rates

Activity	Inputs	Outcomes	Cross intervention
<p>ISR1: SMALL SAMPLE PILOT - Year 9/10 Project</p> <p>Target 40 pupils from a WP cohort (20 Year 9/20 Year 10) from key feeder schools/academies.</p> <p>Pupils are required to commit to scheme throughout 2-year period.</p> <p>Year 9 programme develops understanding of HE through a series of four interactive IAG workshops delivered in School. Pupils are then invited to Choose your future event.</p> <p>Year 10 programme links schools, HE, and businesses through five workshops and site visits. Workshops include a STEM Day and Creative Day as well as visits to local employers. Following visits pupils take part in a project based on that visit.</p>	<p>0.05fte WP Assistant</p> <p>0.1fte Graduate Ambassador</p> <p>Student Ambassador and Event Costs</p>	<p>Participants gain a better understanding of higher education and courses available. [O4.7/1]</p> <p>Schools/academies provide information on change of attitude, attendance. [O4.7/2]</p>	<p>N/A</p>
<p>ISR2: ONE-DAY EVENTS Choose Your Future (Year 9)</p> <p>One day event providing information on HE, choice of academic workshops, overview of student experience.</p>	<p>0.05fte WP Assistant</p> <p>0.1fte Graduate Ambassador</p> <p>Student Ambassador and Event Costs</p>	<p>Increased awareness of HE courses and the careers they may lead to. Event will help support choices made in progressing from FE. [O4.7/3]</p>	<p>ISR3; ISR4; ISR6</p>
<p>ISR3: ONE-DAY EVENTS - STEM Day (Year 10)</p> <p>One day event providing information on STEM based projects. Consists of keynote speaker, input from industry and workshops delivered by academics.</p>	<p>0.05fte WP Assistant</p> <p>0.1fte Graduate Ambassador</p> <p>Student Ambassador and Event Costs</p>	<p>Increased understanding of relevant subject/s and knowledge of career opportunities available within these areas. [O4.7/4]</p>	<p>ISR2; ISR4; ISR6</p>

<p>ISR4: ONE-DAY EVENTS - Creative Day (Year 10) One day event providing information on creative courses.</p>	<p>0.05fte WP Assistant 0.1fte Graduate Ambassador Student Ambassador and Event Costs</p>	<p>Increased understanding of relevant subject/s and knowledge of career opportunities available within these areas. [O4.7/4]</p>	<p>ISR2; ISR3; ISR6</p>
<p>ISR5: IAG - Attending events (Year 10/11) Attendance at IAG event /information events. To be delivered by university staff or student ambassadors.</p>	<p>0.05fte WP Assistant 0.1fte Graduate Ambassador Student Ambassador costs Event Costs</p>	<p>Increased understanding of HE amongst Year 10 and 11 pupils, including courses, support available and student finance. [O4.7/5]</p>	<p>N/A</p>
<p>ISR6: ONE-DAY EVENTS - Hello World (Year 9/10) One day event targeted at encouraging female students into computing. Consists of a panel of experts from industry on Q&A followed by a series of technical/creative workshops.</p>	<p>0.05fte WP Assistant 0.1fte Graduate Ambassador Student Ambassador costs Event Costs</p>	<p>Increased understanding of Computing and knowledge of career opportunities available within these areas, with a focus on female participants. [O4.7/6]</p>	<p>ISR2 ISR3; ISR4</p>
<p>ISR7: ADVANCED MATHS SUPPORT PROJECT (AMSP)</p> <ul style="list-style-type: none"> • Christmas Lecture (Year 10) • Mathematics Challenge (Year 9) <p>Schools invited on campus to attend Mathematics lecture delivered by AMSP and take part in regional mathematics challenge.</p>	<p>0.1fte Graduate Ambassador Student Ambassador costs</p>	<p>Increased numbers of school staff/students to visit campus. [O4.7/7] Increased maths-aligned future aspirations. [O4.7/8] TU Maths academics liaison with Secondary Maths leads, to discuss mathematic progression routes to HE. [O4.7/9] Develop links with AMSP. [O4.7/10] Visibility for University. [O4.7/11]</p>	<p>N/A</p>
<p>ISR8: SPONSORED EVENTS - Burberry Project (Year 8/9)</p>	<p>0.05fte WP Assistant Student Ambassador costs</p>	<p>Increased visibility of creative industry with aim to engage and inspire students to study within these disciplines. [O4.7/12]</p>	<p>ISR9</p>

Annual 4-day programme of activity led by Burberry and supported by TU ambassadors in four North Yorkshire schools.			
ISR9: SPONSORED EVENTS Animexperience (Year 6) Four schools (20 pupils per school) invited to attend a one-day event doing stop motion filming, character creation, storyboarding and sound. Showreel is premiere screening where pupils/teaching staff/parents/guardians invited to attend red carpet event.	0.05fte WP Assistant 0.1fte Graduate Ambassador Student Ambassador costs	Increased visibility of creative industry with aim to engage and inspire students to study within these disciplines. [O4.7/12] Increased knowledge of parents/guardians of opportunities available within creative industry. [O4.7/13]	ISR8
ISR10: DIGITAL - Pre-16 digital skills development for pupils and teachers through Apple authorised training centre.	Staff time and access to on campus resources	Increased utilisation of technology in classroom settings. [O4.7/14]	ISR11
ISR11: DIGITAL - Tech= Working with Spark Tees Valley in 15 primary schools in Middlesbrough to deliver training to teachers and school aides to ensure they are fully equipped to teach from a digital device.	Staff time	Increased utilisation of technology in classroom settings. [O4.7/14]	ISR10
Total cost of activities per year	£80,000		

Evidence base and rationale: The TASO evidence toolkit and the Education Endowment Foundation teaching and learning toolkit has been core to our activities for pre-16 attainment raising. We have overlaid the Tees Valley context to understand the North East region. Further detail can be found Annex B.

Evaluation The evaluation approach taken aligns to that described in section 7.0 and Annex B including theory of change mapping document 4.7. Here we adopt Type 2 methods: namely an assessment of desk-based engagement trends, a small sample pilot including a comparative survey, pre- and post-event participant questionnaires, and pre- and post-intervention questionnaires. All areas of Intervention 4.7 activity are included in our evaluation. Reporting outputs are both internal and external, and run from Year 1 throughout the lifespan of the APP, including an external Aspiration Raising interim report in 2025/26 and final report in 2027/28. Internal publication will be via an online Equality of Opportunity dedicated space and via Academic Board and associated reporting structures. External publication will be via NERAP, TASO advisory groups where relevant, OfS repository where relevant and other relevant external networks following ethical approval, including alignment to NERAP/UniConnect activity.

Collaborative Pre-16 Attainment - NERAP

Activity	Inputs	Outcomes	Method(s) of evaluation	Summary of publication plan
<p>Student Tutoring Programme (Uni Connect). Pilot year 2023-24.</p> <p>9 week programme working with 26 schools across the region in Key Stage 3, Year 8.</p> <p>Recruitment of 76 undergraduate tutors regionally.</p>	<p>Supervision and support for UCP member of staff x 1 to support the recruitment and management of the tutoring programme at institution level.</p> <p>15 Undergraduates to be recruited and trained per institution.</p>	<p>Increased engagement with school (attendance and coursework submission).</p> <p>Increased academic performance.</p> <p>Increased academic self-efficacy.</p> <p>Increased motivation to achieve.</p>	<p>Type 2:</p> <p>Pre and post self-assessment survey (pupils) to include academic self-efficacy measure.</p> <p>Focus groups (pupils).</p> <p>Teacher interviews/questionnaires measuring impact.</p> <p>HEAT Tracking for long term evaluation of HE progression statistics for cohort of students</p>	<p>Interim annual reports on Type 2 evaluation to be published in 2024.</p> <p>HESA data on HE progression by 2030 for current Y8 cohort.</p>

Evidence base and rationale:

- All North East local authorities have disadvantage gaps related to attainment. The average attainment gap for England is 18 months, with some areas seeing gaps of 23 months or more. The largest gaps in our region are found in Hartlepool, Middlesbrough, Newcastle, Northumberland, Redcar and Cleveland and Stockton on Tees with Northumberland being cited as in the top 10 of disadvantaged in the country.
- White British disadvantaged students have the largest gaps in both attainment and higher education progression in the North East region. The gender gap is especially large for boys.
- Programme design based on evaluation outcomes by the Education Endowment Foundation, evidence toolkit. Specifically, effective tutoring can make up to five months additional progress with one-to-one tuition and up to four months additional progress with small group tuition. Major & Sim (2023), *A practical guide for universities and partners for running a high-quality university-led tutoring programme*, highlighted practical lessons to delivering an effective university-led tutoring programme to ensure quality and sustainability when delivering at scale, suggesting benefits to pupils and university students.

5.0 Whole provider approach

TU believes that individuals should be able to achieve their full potential and is committed to creating an inclusive campus that embraces diversity and supports students across the whole lifecycle. As section 1 highlights, 85% of Teesside University's students were from a disadvantaged background last year and 75% of UK domiciled undergraduate students are from the North East. Within this context, access and participation is core activity and TU's work addresses many key challenges faced by those from under-represented groups, including those with low aspirations, lack of access to professional networks, limited social and cultural capital and confidence issues. TU seeks to broaden horizons and raise aspirations amongst all students and the local community, by enhancing access to education, skills development, and employment opportunities.

As this plan demonstrates, access and participation remain a priority and are a key part of TU's strategic approach. TU continues to develop targeted measures and ambitious aims to reach out to students that are often harder to engage. TU remains firmly committed to inclusivity and equality of opportunity throughout all stages of the student lifecycle; supporting under-represented groups to succeed and ultimately progress from HE. TU has a long-established APP working group which is chaired by the Pro Vice-Chancellor (Learning & Teaching). The working group comprises of senior managers and student representation from across TU. The APP has been formulated under the guidance of this group, drawing in subject experts and practitioners to ensure TU's approach is informed by best practice in HE and beyond.

5.1 Higher Technical Qualifications (HTQs)

TU has a strong partnership with four local Further Education Colleges which form the Teesside University College Partnership (TUCP). In June 2023, TU led the submission of a range of HTQ applications from across the TUCP focussed on Engineering, Health and Social Care, and Education and Early Years. Plans are in place to further grow the suite of HTQs offered by TU over the coming years. All HTQs established at TU will ensure appropriate progression routes exist for students should they choose to take up these opportunities.

5.2 Degree Apprenticeships

TU delivers a broad range of Higher and Degree Apprenticeships (HDAs) aligned to regional and national higher-level skills needs and this is positioned as a strategic priority for the university. TU's Professional Apprenticeship provision was rated as 'outstanding' in its most recent Ofsted inspection. TU is committed to growing this provision to support equality of opportunity for all.

Following the strong growth of HDA provision, TU has invested significantly in this area to further develop this in line with regional and national demand. An Apprenticeships Strategy was launched earlier this year and a new department was established to facilitate the design and delivery of HDA provision, working with partners to expand the portfolio offer. TU now works with over 200 employers, delivering more than 20 programmes to over 2,000 apprentices. Last year, TU launched the ground-breaking Curating Apprenticeship, the first of its kind and only provider to offer this to date, responding to demand from across the UK.

5.3 Commitment to equality, diversity, and inclusion

Enabling individuals to achieve their full potential is a core university value and TU is committed to embedding equality, diversity, and inclusion into all institutional operations. Through a robust policy and strategy framework, TU has an excellent track record in delivering a curriculum and learning experience that recognises diversity and provides positive outcomes for all. TU has an agreed set of equality objectives, which foster a diverse and supportive environment for staff and students. Alongside this, specific interventions targeted at the needs of particular groups have been identified. The work undertaken as a consequence of the APP aligns with TU's Equality Action Plan which has the following aims:

- To raise awareness in the University community of equality and inclusion and to develop understanding of respect, rights and responsibilities amongst students and staff, which will be underpinned by the values and behaviours framework.
- To reduce inequalities in the experience and attainment of both students and staff to ensure that the whole University community can understand and achieve their potential.
- To ensure we embed equality of opportunity throughout the student lifecycle.

- To embed equality and diversity into our work with key contractors and suppliers

In developing this plan, TU has taken care to ensure that the commitments under the APP align not only with TU's own Equality and Inclusion Policy but also with future plans and duties under the Equality Act. The Vice-Chancellor and Board of Governors have ultimate responsibility for the effective development and implementation of the University's Equality and Inclusion Policy, related policies and procedures, and for ensuring compliance with relevant legislation. Executive members chair individual focus groups addressing equality and diversity, reporting in to the institutional Equality and Inclusion Committee, chaired by the Director of Human Resources which reports in to the University Executive Team.

5.4 Alignment with other strategies

TU has a long-established strategic commitment to access and participation. TU's corporate strategy *2027: Ambition Delivered Today*, sets out an ambitious approach that places students at the heart of everything the University does. TU's commitment to its students is inherent in its mission. This intent is embedded throughout TU's corporate strategies and articulated further in strategies, which underpin them. TU's APP commitments are particularly core to the following strategies, which will be detailed in this section; Equality, Diversity, and Inclusion (EDI), Student Recruitment and Marketing (SRM), Learning and Teaching (LTS), Future Facing Learning (FFL) Enterprise and Knowledge Exchange (EKE), Mental Health, Wellbeing and Resilience (MHWR), Student Futures Strategy (SFS).

5.5 Access

The SRM Strategy articulates a commitment to support all students, from all backgrounds, with the ability and desire to take part in HE. Delivered through targeted outreach activity and development of relationships with key TU partners, the strategy aims to maximise opportunities for students to progress into HE. Given TU's recruitment patterns, the majority of outreach and liaison work is focussed on target groups identified within the APP. Activity is built around encouraging students from low-participation areas, ABMO students and care leavers to engage with activities both on and off campus. TU also works with schools and colleges, as well as army bases to support children from military families.

Through the SRM strategy, TU has established strong relationships with key stakeholders to deliver a range of targeted activity over the student lifecycle, from primary through to post-16 education, to those at risk of not achieving their potential. Whilst much of the APP activity delivered through this strategy is focussed locally, TU has extended outreach provision beyond the Tees Valley through involvement in the North East Raising Aspiration Partnership (NERAP) and North East Collaborative Outreach Programme (NECOP). Going forward, the development of the Outreach Hub will be key to signposting provision and instigating a step change in attitude, and expectation of young people to apply and progress to HE in all its forms.

TU provides dedicated advisory support for care leavers wanting to progress to HE, such as advice on finance (including a care leavers' bursary), accommodation and welfare. Alongside this, TU continues to deliver year-round activity for looked after children and care leavers of varying ages. Based around informing young people of opportunities and financial support available, this work is already having an impact. TU is committed to further growing the numbers of care leavers enrolling.

5.6 North East Raising Aspiration Partnership

The five universities in the North East (Teesside, Durham, Newcastle, Northumbria and Sunderland) collaborate extensively to address regional equality gaps. The Partnership was established in 2014 and is fully funded by all five institutions. The aim is to both collaborate on activity that creates economies of scale and impact to support our regions' schools and specific programmes targeted at students where some of the largest equality gaps are experienced to enhance their opportunity to access, succeed and progress in HE. The power of collaboration enables a strategic, holistic approach to supporting some of the most under-represented groups.

The core stream of work is to offer high quality, consistent support to care-experienced students and young carers across their educational journey. This has been shown through our collaborative work, creating the first regional [Care Leaver Covenant](#) in England and becoming a member of the [Young Carers Alliance](#).

A recent [UCAS report](#) shows that nationally, 60% of students who have spent time in care have high hopes about going to university or college, yet received no specific guidance at school or college about applying to higher education tailored to their needs. This is despite mechanisms such as financial bursaries, year-round accommodation, and mental health and disability support that could make a difference to their decision. NERAP's commitment will provide this assistance and ensure care-experienced young people in the North East and those supporting them, have all the information they need.

NERAP also provide a wide range of free in-school and online workshops/activities on a variety of topics on behalf of all of our university Partners for students from Year 2 to Year 13. All activity is mapped against the Gatsby Benchmarks for Good Careers Guidance, the NERUPI framework and the North East Regional Progression Framework. Through joint representation visits for young pupils, partners gain extended reach across schools in the region. Since 2014, NERAP have delivered activity for over 200,000 beneficiaries in primary and secondary schools across the region.

Activity	Inputs	Outcomes	Method(s) of evaluation	Summary of publication plan
<p>Choices Together Programme (NERAP)</p> <p>A sustained and progressive programme for care-experienced students and Young Carers in years 7-13. Delivered by the North East Raising Aspiration Partnership of the five universities in the region. Engaging 100 students annually.</p>	<p>NERAP Delivery staff x 4FTE</p>	<p>To improve knowledge and awareness of higher education progression routes.</p> <p>To foster a sense of community and belonging by providing an intensive progressive programme of intervention to support HE progression for underrepresented groups.</p> <p>To implement our Regional Care Leaver Covenant and promote regional good practice back into the sector through continuous improvement of services.</p>	<p>Type 2:</p> <p>Pre and post questionnaires to measure progress against activity outcomes.</p> <p>HEAT Tracking for long term evaluation of HE progression statistics for cohort of students</p>	<p>Interim annual reports on Type 2 evaluation. HESA data on HE progression by 2028 for current Y10 cohort.</p>

Evidence base and rationale:

- The disadvantage gap for care-experienced students nationally is 29 months. Currently, only 13% of care-experienced students enter higher education at aged of 19 compared with 45 percent of their peers.
- Young carers have significantly lower educational attainment at GCSE level, with over 27% reporting that they struggle to balance caring with school or college work (Carers Trust 2022). Research by UCL published in May 2023, by the Carers Trust, highlights that young carers are 38% less likely than their peers to get a degree.

5.7 Uni Connect Programme

The regions' universities have both led the development of the North East Uni Connect programme and actively collaborated on all strands of activity. TU is a member of the governance board and

has supported the development of the new priority for Uni Connect to raise attainment at Key Stage 3 and 4. The Partnership vision is 'to create an effective and sustainable collaboration between schools and higher education providers to contribute towards attainment raising activity and maximise opportunities to work with external partners to support the regional education and skills agenda'. This ambition will drive the establishment of meaningful relationships with schools to co-create a high-quality tutoring intervention which is responsive to need but also provides evidence of the effectiveness and impact, to inform and enable continuous improvement.

To achieve this ambition, all five universities in the region will:

- Support the recruitment of undergraduate tutors and coordination of the delivery of activity as part of the Uni Connect Student Tutoring Programme.
- Provide operational support and guidance for the training of undergraduates and the implementation of the tutoring programme.
- Provide hosting support for staff working on the coordination and delivery of the attainment raising programme.
- Provide strategic oversight and direction of the attainment raising programme.
- Provide on-campus resources for events planned as part of our Complementary Careers in the Curriculum offer.
- Provide academic expertise and support as part of the Complementary Careers in the Curriculum Offer.

5.8 Student Success

TU's LTS is designed to deliver an outstanding student and learning experience. This is framed through the concept of FFL, a distinctive pedagogic model which provides students with the skills, knowledge and tools to thrive in complex and uncertain futures. Curriculum design and delivery is infused with the principles of Universal Design for Learning (UDL), ensuring that all students are supported to meet their potential. Since September 2019, the FFL toolkit (a suite of specialist apps) has been deployed to staff and students, with a particular emphasis on accessibility and inclusivity. The Academic Enhancement Framework (AEF) provides the mechanism through which the FFL is embedded within the curriculum, through the provision of guidance and support across nine priority areas. A number of these (wellbeing, future ready, transitions and student success) are directly related to TU's targets for attainment, progression, and achievement. A series of key initiatives driven through the AEF position TU to deliver against ambitious access and participation targets.

A suite of institutional guidance documents supports course teams in undertaking curriculum design and enhancement, drawing upon peer reviewed research and innovative sector practices. The professional development offer for teaching staff is regularly reviewed, with a specific emphasis on providing staff with the tools to address gaps in continuation, completion and progression aligned to the institutional FFL and AEF. Bespoke projects will be implemented, with support from central teams, in localised subject areas based on a data-driven assessment of performance against the targets. Where appropriate, TU's Creator Lab student fellowship scheme will be utilised to explore the learning experience from a student perspective, and supplement work conducted by staff, in recognition of the value of the student voice in designing and delivering enhancements. Innovative practices will be shared through inclusion in TU's annual Future Facing Learning Conference, Student Learning Conference and via our LTeXChange network.

Alongside this, TU utilises a learner analytics platform (StREAM) - launched in 2019 - which provides personalised dashboards for staff and students to monitor and act upon student engagement. This includes records of tutorials, library resources engagement, attendance records and support interactions. StREAM increases the visibility of students who need additional support with key staff members and facilitates seamless referrals and monitoring of individual student cases. To ensure any intervention needs identified via our learner analytics platform are met, TU introduced a Student Success team in 2021/22. This team - informed by StREAM data, offer one-to-one bespoke academic support interventions for students at risk of disengaging, at a pace and composition that works for the student and their academic progression. The interventions cover a range of academic and numeracy skills, academic engagement coaching and academic writing aides. This approach complements existing academic support offers at TU by targeting the students on the cusp of academic failure or those with additional barriers to learning.

TU's Personal Tutors provide critical front-line, high quality academic support, informed by robust data on student engagement and attainment. To support this, in 2018/19 TU introduced a new Personal Tutoring Code of Practice with the expectation that each student is known, valued and their respective needs recognised and supported. Informed by good practice and to ensure continued currency of processes, TU will review our Personal Tutoring Code of Practice in 2023/24 for implementation in 2024/26.

A core theme identified in TU's LTS and AEF is wellbeing and the need to provide seamless, effective and accessible advice, guidance and support through integrated structures. A significant part of this work, a new Mental Health, Wellbeing and Resilience Strategy (MHWR) aims to build and maintain a healthy community for students. The strategy will promote mental health, wellbeing and resilience whilst providing responsive services with key partners to support individuals experiencing periods of difficulty. Building on current strengths of student support and wellbeing services the MHWR strategy will develop and maintain a healthy community through:

- The provision of holistic and integrated mental health, resilience, and wellbeing activities across the whole of the student journey, building on the strengths of our current student support and well-being services.
- Further developing agile, streamlined and needs-led mental health and counselling provision, with effective triage and risk management.
- Embedding mental health literacy in the curriculum across TU to promote awareness of the issues, build resilience and wellbeing, and ensure colleagues can respond appropriately.
- Developing robust policies and protocols around mental health, resilience, and wellbeing, collaborating with partners in the NHS and third sector to ensure appropriate 24/7 cover and risk management.

5.9 Student Progression

TU has transformed its approach to graduate employability and entrepreneurship through the implementation of a bold Student Futures strategy (SFS), to give its students and graduates the best possible prospects of achieving their career ambitions. An inspiring employability and entrepreneurship strategy is central to the University's mission to "transform lives and economies". TU is committed to broadening horizons and ensuring graduates are equipped with the knowledge, skills, and experience for success in their chosen careers. Supporting local businesses, involving them in curricular and co-curricular activities, and giving them access to student talent, is a key part of TU's economic anchor role. The SFS outlines TU's approach to embedding employability within the curriculum and providing opportunities to develop graduate attributes that allow them to become effective global citizens, employees, and entrepreneurs.

Articulated in the SFS, future readiness is instilled by developing an understanding of the needs of individual students. Annually collected data provides an insight into the career readiness and individual development needs of new students, allowing TU to identify specific areas for development at institutional, course or individual levels, including signposting students to relevant support and training for their future career aspirations.

6.0 Student consultation

TU's approach to student consultation is multi-faceted and central to university decision making. TU has a long-standing commitment to working in partnership with students and the student voice is deeply embedded across governance, curriculum development and teaching enhancement.

- Students' Union (SU) officers and staff are members of key University Boards and Committees to ensure the student voice is captured as part of strategic decision-making. As such they are regularly involved in the shaping and tracking of the priorities related to different student groups.
- TU operates a student and school representative programme led by our SU, with support from TU, which provides a channel for student consultation and feedback.
- TU seeks student consultation via an annual series of student experience focus groups.
- Governance of TU's APP work is overseen by the APP Project Board which is chaired by the Pro Vice-Chancellor (Learning and Teaching) and includes representation from two SU officers as well as SU staff.

- The Board of Governors (of which SU officers are members) approved the APP key interventions, targets and overall plan.

In developing this APP TU have focussed consultation on working with the Student Experience Sub Committee (SESC) which has a large and diverse student membership. SESC is co-chaired by students and includes school and course representatives from all schools and across the TUCP as well as SU Officers and TU staff. SESC convenes quarterly including one “Town Hall” meeting each year and exists to strengthen the student voice across policies, regulatory frameworks and processes that impact the student learning experience.

- SESC have been engaged with TU's APP and are supportive of the targets, intervention strategies and the overarching approach to evaluation identified in the plan. TU continues to gather feedback and are actively seeking ideas for future intervention activities from this group.
- All SESC members have been encouraged to be involved in the implementation and evaluation of the APP with the intention they will form student focussed delivery project groups. This approach aims to maximise student representation, student voice and co-creation across all intervention strategies as well as shaping the evaluation and research commitments made.
- TU will continue to consult with SESC on a regular basis providing updates on the progress made against the identified priorities. This will ensure they continue to be aware of the APP and are able to influence the direction.

TU will continue to engage its many student workers across all schools and departments in APP activities. Student Ambassadors have been integral to delivering APP activity across Tees Valley and further afield. As part of this process, TU regularly gathers feedback from the ambassadors to sense check whether interventions are fit for purpose and shape future activity. Student Engagement Assistants are employed to assist in the delivery of front-line student support services and are actively engaged in gathering invaluable feedback and student views used in the development of the student success intervention strategies.

7.0 Evaluation of the plan

TU's approach to equality of opportunity, as demonstrated within our 2024/25-2028/29 Access and Participation Plan, is centred upon a student lifespan offer; recognising the ethical and academic value of establishing interwoven interventions that follow a student from outreach (access) to study (success) and into employment (progression). TU's evaluation plan is hinged on (i) further enhancement of relevant student support at each educational milestone (ii) visibility of, and equity of experience for, the breadth of TU's demographics of learners in a bid to build community, recognition and a culture of diversity and (iii) ease of access to data and subsequent analyses across the APP period to ensure all stakeholders are aware of TU's equality of opportunity priorities, the actions it is taking to address these, and the outcomes and impact those actions produce. To enable this institutional approach, TU's intervention strategy includes the creation of an Equality of Opportunity Project team (as detailed in the table below).

Activity	Inputs	Outcomes	Evaluation / publication
Create a central Equality of Opportunity Project Team, including data analyst, project manager, student leaders and administrative support. [Dotted line to central SMT (SLS; SLAR)]	1fte Project Manager 1fte Data Analyst 0.5fte Officer Student Leaders Data dashboard creation	Delivery of the Access & Participation Plan 2024-2028	Publication via TU LTeXChange dedicated EoO online space for internal reports (see details in 4.1-4.7 below) External publication via University Alliance network; TASO advisory groups; OfS repository and other relevant external networks following ethical approval.
Equality of Opportunity Project embedded in TU governance and reporting structures	Student and Staff Equality of Opportunity representatives	Delivery of the Access & Participation Plan 2024-2028	Equality of Opportunity Action Plan, aligned to the APP [Annual, internal reporting following Academic Board reporting cycle].
Total cost of activities per year	£128,000		

TU's evaluation strategy is centred upon a theory of change approach, with each activity of the intervention strategies mapped to the theory of change model (see Annex B). As with these interventions, the evaluation dissemination plans align to existing institutional partnerships that TU holds and an ambition to further extend these with collaborative working across HEIs with similar learner contexts. TU has also ensured wider external collaborative opportunities are woven into the plan, including working with industry, public sector organisations and well-established HE networks. The plan also aligns to existing grant funded projects we hold relevant to equality of opportunity (e.g., the OfS part-funded *pro:NE* BAME project). TU has taken care to map its approach to existing best practice and research, and – where relevant has identified gaps in the literature where it can offer sector insight via its APP impact evaluation. For example, a critical examination of the benefits of part-time paid work for undergraduate students in terms of employability vs. learner academic engagement, within current lived contexts of a cost-of-living crisis.

TU's evaluation methods are all either Type 2 or Type 3 (no Type 1). TU's publication and reporting schedule is staggered to ensure it is reporting interim as well as final outcomes; TU is committed to sharing internally and with the sector its APP outcome findings both the successes and narratives on what did not work to further enhance the collective sector understanding in the field of educational equality of opportunity. TU's evaluation plan sits within a governance and reporting structure to ensure colleagues and stakeholders from across TU, including students, are aware of the ambitions, actions, and outcomes of the APP and that all relevant stakeholders are part of the conversation to support positive change. This also ensures that TU's APP remains a key driver at TU and enables holistic institutional learning on (at least) an annual basis; feeding into policy and strategic planning as well as future iterations of the Access and Participation Plan

8.0 Provision of information to students

TU's approved Access and Participation Plan will be made available to students through the TU website alongside the Plan Summary document which will also be made available in alternative accessible formats. TU is committed to publishing clear and accessible information on fees and financial support.

8.1 Prospective Students

TU communicates with, and supports, prospective students from initial brand awareness and aspiration raising through to enquiry and application. Course and financial information are provided

via a number of mediums including online and hard copy materials. Staff from SRM and Student and Library Services (SLS) coordinate a range of activities for prospective students, collaborating where appropriate with schools and partner colleges.

Where individuals require more specific pre-entry and on course support, they are referred to a dedicated team of welfare and finance advisers in SLS, who can advise on the various options and support available. Such support may include welfare benefit information, student funding, financial hardship, student loans, the financial implications of suspensions and withdrawals, childcare issues, and TU's Student Support Fund.

8.2 Current Students

As noted above, SLS has a highly experienced team of advisers who provide ongoing support to students throughout their time at university. They can advise on a range of matters including information on fees, loans and benefits, such as TU's Student Support Fund. TU Students' Union also plays an active part in both open days and initial orientation of new students.

TU is fully cognisant of its responsibilities under consumer protection laws, including the need 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 Student Loans Company, so they can populate their course databases in good time to inform applications.

8.3 Financial Support for Students

As part of TU's offer, students receive £100 credit at the start of each academic year to spend on relevant course materials through the John Smith's online bookshop. Recognising that a significant proportion of TU students are from underrepresented groups, this provision of credit for course texts and other learning resources provides a financial stimulus to engage with relevant study materials, thus removing potential financial challenges to limit the ability of students to deepen their engagement in learning beyond the resources available within the library. This form of credit for study texts and learning materials is viewed as an innovative approach to student support. This is one element of the wider 'Teesside University Advance Scheme' which supports students' digital skills.

Overseen by a Project Board chaired by the Pro Vice-Chancellor (Learning & Teaching), the Advance Scheme is subject to a robust evaluation strategy throughout the lifetime of the project. The evaluation strategy takes a mixed method, longitudinal approach, underpinned by a robust Theory of Change. Through measuring the impact of the scheme on the learning experience throughout the entire student journey, the evaluation is specifically designed to provide a holistic picture of project benefits and outcomes from the broadest possible perspective. Evaluative processes are mapped against the OfS Financial Support Evaluation Toolkit. Annual reports will be presented to the Project Board ahead of the final evaluation, to ensure that emerging evaluative outcomes can be shared and acted upon in a timely manner.

8.4 Eligibility criteria for the Teesside Advance Scheme

To be eligible for the Scheme, a student must be a new entrant enrolling on year 0 or 1, or a direct entrant onto year 2 (excluding direct entrants onto year 3 or students repeating any year) as a full-time undergraduate degree student on a TU course leading to an award of at least 360 credits delivered on TU's Middlesbrough or Darlington Campus. The scheme is available to Home/EU and International students that meet the eligibility criteria. Students will be eligible for £100 a year for up to three years as long as they progress each year.

Annex A: Assessment of performance

1.0 Introduction

This section sets out the risks to equality of opportunity identified in Teesside University's assessment of performance and the elements used to identify those risks.

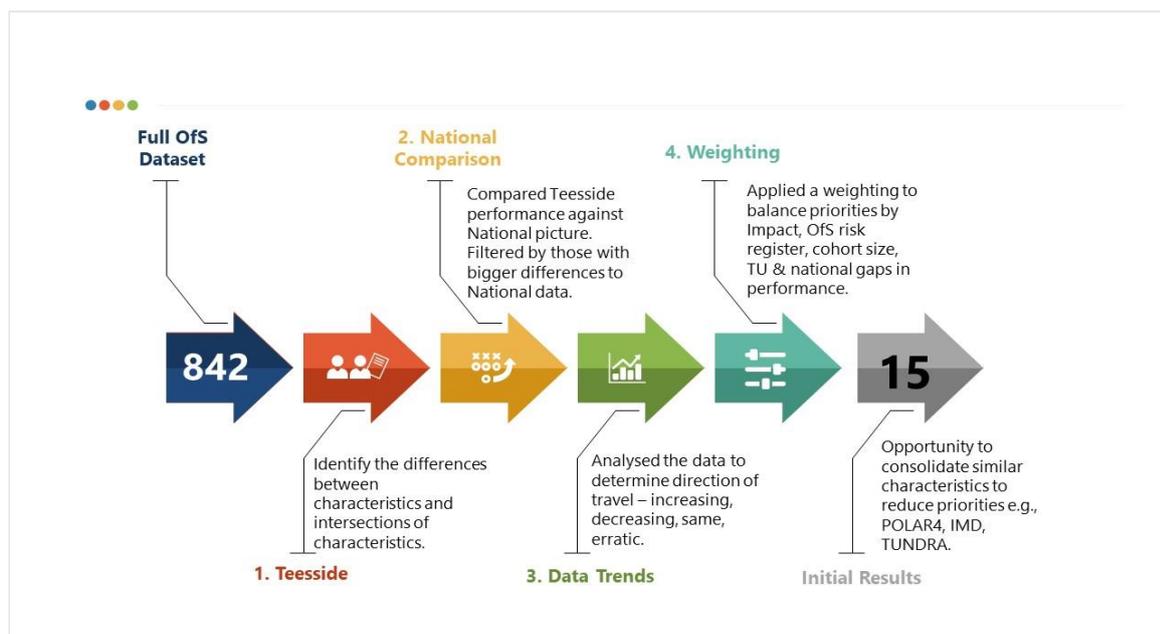
The data in this annex relates only to those elements from Teesside’s assessment of performance and consideration of the Equality of Opportunity Risk Register (EORR)⁶ that directly relate to identified risks.

Charts and graphs have been used to ensure that the assessment of performance is clear and easy to understand.

2.0 Methodology

Table 1 summarises the process the university used to identify indications of risk for the university using a quantitative approach.

Table 1



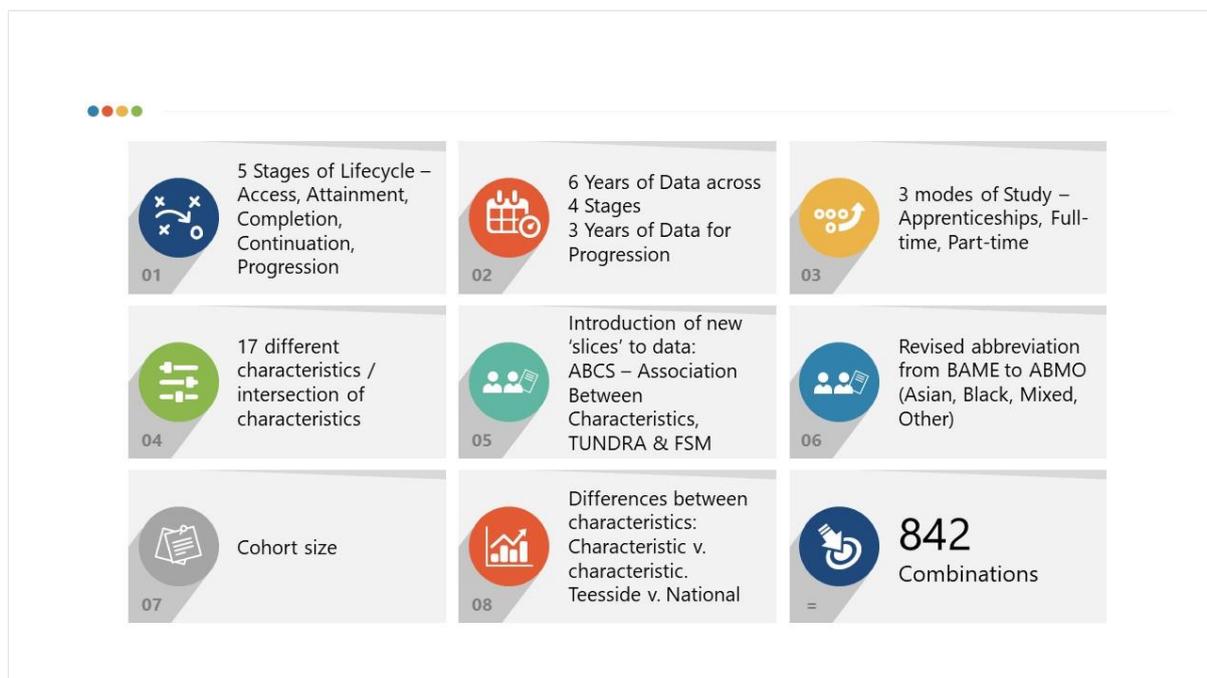
2.1 Step 1 – Teesside data

Initial analysis of the full Office for Students (OfS) Data⁷ Dashboard was undertaken to identify the differences between characteristics and intersections of characteristics. This surfaced 842 possible combinations of data which could be used to identify potential indications of risk. These included combining 15 different characteristics and intersection of characteristics. Table 2 articulates the depth of information provided to the university to determine current university performance.

⁶ Equality of Opportunity Risk Register - Office for Students

⁷ Data dashboard

Table 2



2.2 Step 2 – National comparison

Once the data was compiled, an analysis was undertaken to compare Teesside performance against the national picture. This data was tagged and identified as:

- Smaller gap to national data.
- Larger gap to national data.
- Same as national data.
- Opposite gap to national data.

2.3 Step 3 – Data trends

Data was analysed to determine the direction of travel and whether the differences between Teesside data and national data were increasing, decreasing or erratic over time.

2.4 Step 4 – Weighting

A weighting was applied to the data set to balance the possible indications of risk this included analysis considering:

- University impact.
- Cohort size.
- Size of Teesside gap compared to national gaps.

The outcomes of this analysis were then mapped to the OfS Equality of Opportunity Risk Register (Table 3) and the OfS Indications of Risk (Table 4) to identify whether the Teesside gaps had been identified at a national level.

Table 3



Table 4

Office for Students Indications of risk

Access

Application rates	Risk 1 ▶	Risk 3 ▶	Risk 4 ▶	Risk 5 ▶	Risk 9 ▶
Application rates by subject	Risk 1 ▶	Risk 3 ▶			
Application patterns	Risk 1 ▶	Risk 2 ▶			
Progression rate	Risk 1 ▶	Risk 2 ▶	Risk 3 ▶		
Progression rates to highly selective providers	Risk 1 ▶	Risk 3 ▶			
Offer rates	Risk 1 ▶	Risk 2 ▶			
Offer rates by subject	Risk 1 ▶	Risk 2 ▶			
Offer : accept ratio	Risk 1 ▶				
Accept rates	Risk 1 ▶	Risk 2 ▶	Risk 3 ▶	Risk 4 ▶	
Accept : start course ratio	Risk 2 ▶				
Accept rates by subject	Risk 1 ▶				
Application assessment scores	Risk 1 ▶	Risk 2 ▶	Risk 4 ▶		

Student Success

On course attainment	Risk 1	Risk 2	Risk 5	Risk 6	Risk 7	Risk 8	Risk 9	Risk 10	Risk 11
Continuation rates	Risk 1	Risk 2	Risk 5	Risk 6	Risk 7	Risk 8	Risk 9	Risk 10	Risk 11
Completion rates	Risk 1	Risk 2	Risk 6	Risk 7	Risk 8	Risk 9	Risk 10	Risk 11	
NSS results for relevant area	Risk 6	Risk 7	Risk 8	Risk 10	Risk 11				
Uptake of academic support	Risk 1	Risk 6	Risk 7	Risk 8	Risk 9	Risk 10	Risk 11		
Uptake of welfare support	Risk 8	Risk 9	Risk 10	Risk 11					
Uptake of hardship funds	Risk 1	Risk 7	Risk 8						
Reporting of extenuating circumstances	Risk 7	Risk 8	Risk 11						
Reporting of particular issues (e.g. accommodation)	Risk 7	Risk 8	Risk 10	Risk 11					

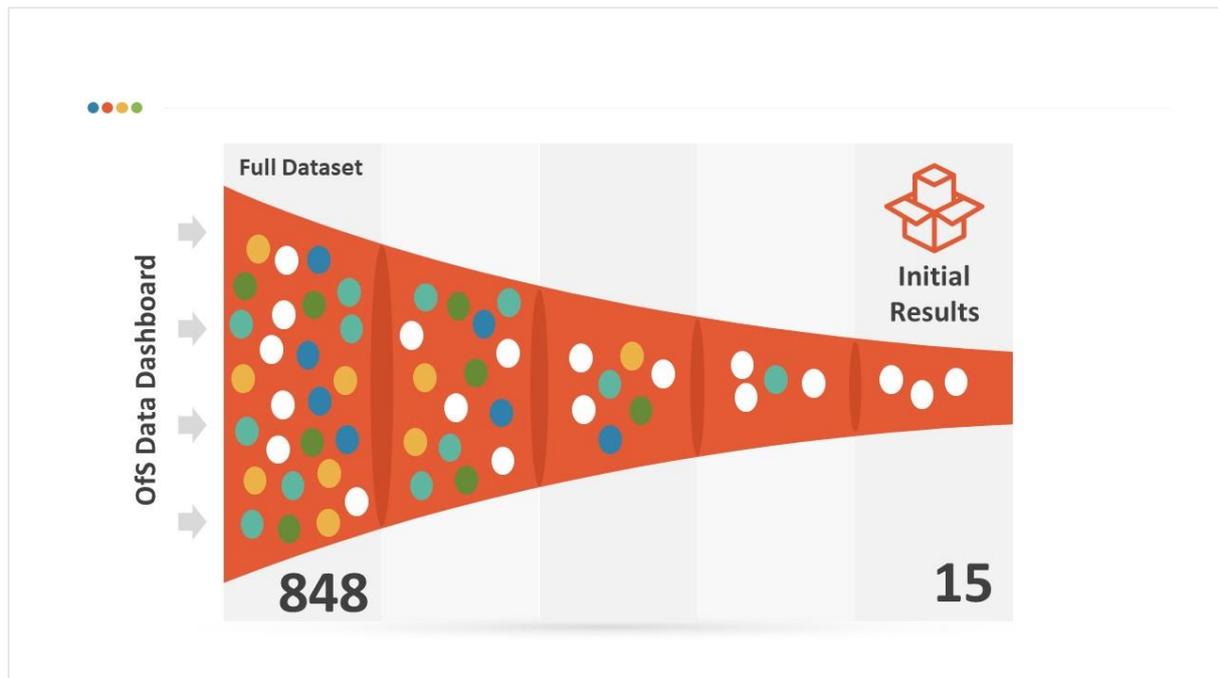
Progression

Progression rates to further study	Risk 6	Risk 7	Risk 8	Risk 9	Risk 10	Risk 11	Risk 12
Employment outcomes	Risk 6	Risk 7	Risk 8	Risk 9	Risk 10	Risk 12	
Uptake of further study places	Risk 8	Risk 10	Risk 12				
Graduate reflections in Graduates Outcomes survey	Risk 6	Risk 7	Risk 8	Risk 12			

3.0 Initial indications of risk

Following an in-depth analysis of the data 15 risks were identified across Access, Continuation, Completion, Attainment and Progression. (Table 5) These risks cover both full-time and part-time provision.

Table 5



4.0 Indications of risk identified in data and considered but NOT taken forward.

Following careful analysis 6 initially identified risks that are not able to be taken forward. The rationale for this can be summarised by:

4.1 Care Experienced: Access, Continuation and Attainment

The University is currently working towards objectives and targets specifically related to Care Experienced students. These are articulated within the current university wide Access and Participation Plan 2020 – 2025. These include a collaborative target with the North East Raising Aspiration Partnership (NERAP). Most recently the university has moved towards addressing the gap by signing up to the Award winning NERAP Care Leavers covenant.

Progress will be monitored via the current plan using the usual mechanisms and if there is not enough progress made the targets will be reviewed and may be carried forward to the new plan accordingly.

4.2 Part time: Mature Aged over 21 (Continuation, Completion) & Free School Meals (FSM) (Completion)

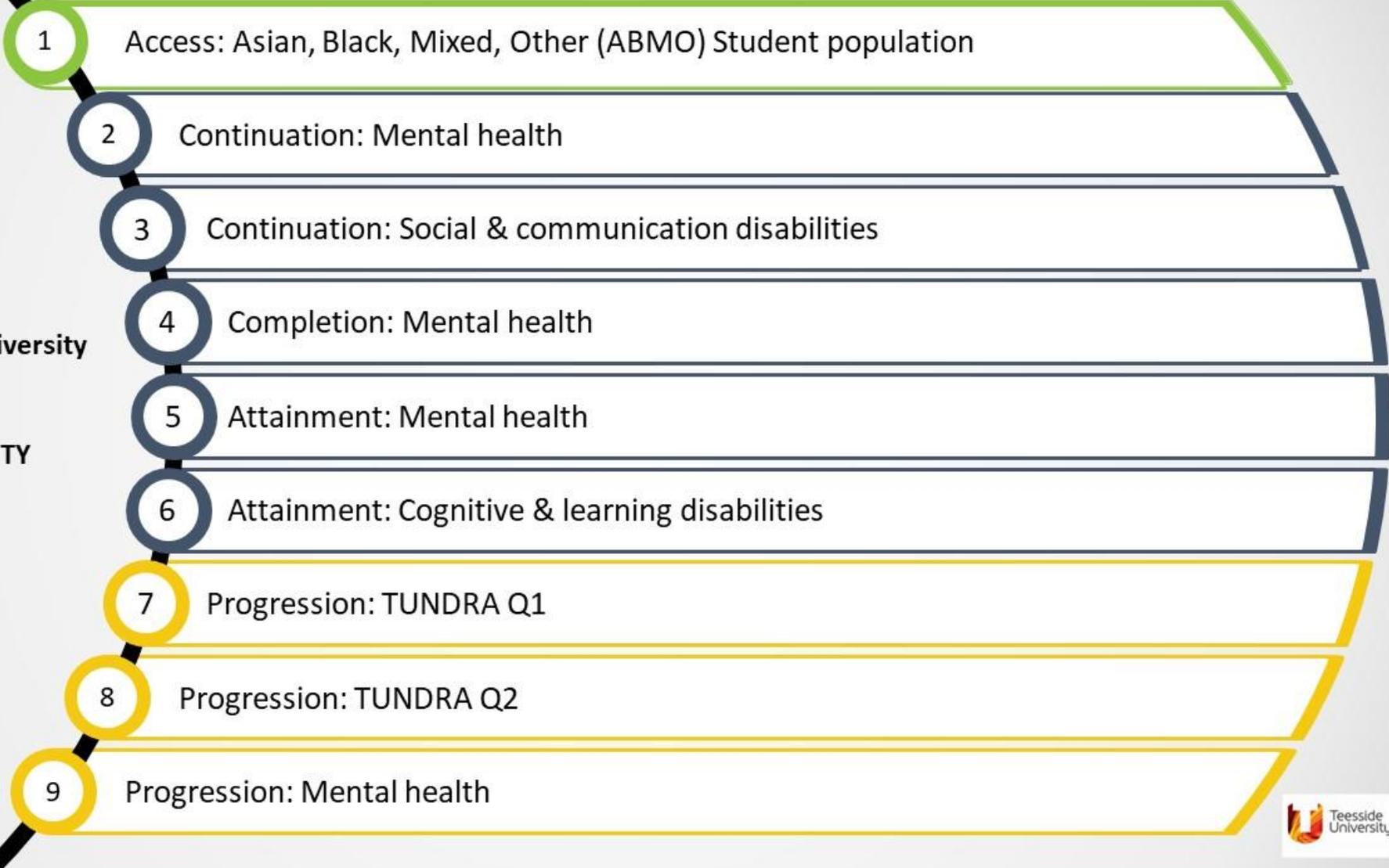
The University has recently carried out a comprehensive review of its part-time provision and delivery model. Previously, part-time courses were mostly delivered during the working day, alongside full-time students. This was to help ensure a vibrant and varied student and learning experience. Following feedback and a review of the changing needs of the market, the University has selected a proportion of its provision (based on volume of previous cohorts and market feedback) to be delivered exclusively outside of the working day, between 6pm and 9pm on two evenings. These changes will allow more people to access higher education alongside other commitments. Given the challenging economic climate, it is particularly important to provide provision which allows students to continue to work to support themselves and their families.

Initially the courses selected to be delivered under the new model are all postgraduate however undergraduate provision is now in scope for the review. TU's view is that setting objectives and targets to address the indication of risk identified from the data at this stage would be presumptuous and will continue to monitor all part-time data sets as the delivery model changes. This may result in risks, objectives and targets being added if the changes to the model of delivery doesn't positively alter the indications of risk currently identified.

5.0 Indications of risk identified in data and are being taken forward into the Access and Participation Plan (APP) 2024 – 2028.

Following significant analysis there are 9 indications of risk identified that will be addressed by the APP 2024 – 2028. These are detailed in the Appendix 1

**Teesside University
EQUALITY
OF
OPPORTUNITY
Priorities**



1. Asian, Black, Mixed, Other (ABMO)

OfS Dashboard Data

ABMO Student Population

Category	Percentage
Teesside	12%
National	34%

Indication of risk from OfS dashboard data analysis

Teesside Context

ACCESS

OfS indications of Risk

Risk 1 →

Risk 2 →

Risk 3 →

Risk 4 →

Risk 5 →

Risk 9 →

Application rates

Application rates by subject

Application patterns

Teesside Risk Identified

ACCESS

How does the Teesside context / evidence map to the OfS indications of risk?

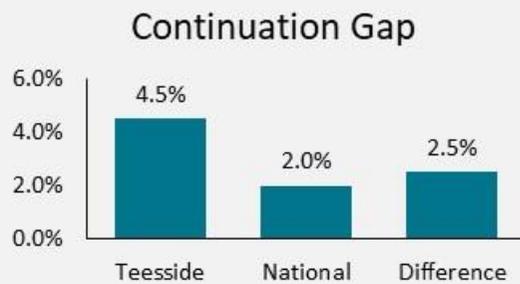
What are the risk(s) that we have identified?

Risk 1 →	Knowledge and skills
Risk 2 →	Information and guidance
Risk 3 →	Perception of higher education
Risk 9 →	Progression from higher education

2. Mental Health (Continuation)

OfS Dashboard Data

Students with mental health conditions compared to those with no known disability



Indication of risk from OfS dashboard data analysis

What do we know / what does 'other' data tell us?

<input type="checkbox"/> Increasing and higher recruitment of students with mental health conditions	UCAS, Enrollment data
<input type="checkbox"/> Increasing and higher recruitment of students with disabilities	UCAS, Enrollment data
<input type="checkbox"/> Increasing and higher recruitment of students with complex backgrounds	Service data
<input type="checkbox"/> Students with declared disabilities compared to students registered for support with disability services	UCAS, Enrollment data & Service data
<input type="checkbox"/> Demand on secondary mental health services in the Tees Valley is significantly higher than the average in England	Office for Health Improvements & Disparities data

Teesside Context

STUDENT SUCCESS

OfS indications of Risk

- Risk 1 →
- Risk 2 →
- Risk 5 →
- Risk 6 →
- Risk 7 →
- Risk 8 →
- Risk 9 →
- Risk 10 →
- Risk 11 →

- Continuation rates
- Uptake of academic support
- Uptake of welfare support

How does the Teesside context / evidence map to the OfS indications of risk?

What are the risk(s) that we have identified?

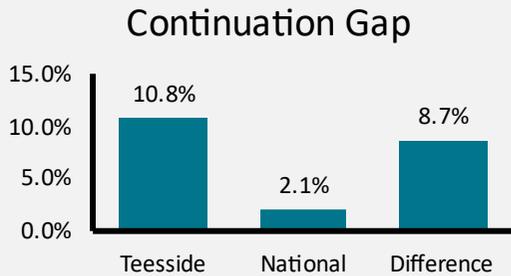
Risk 6 →	Insufficient academic support
Risk 7 →	Insufficient personal support
Risk 8 →	Mental health
Risk 11 →	Capacity issues

Teesside Risk Identified

3. Social & Communication Disabilities (Continuation)

Ofs Dashboard Data

Students with social & communication disabilities compared to those with no known disability



Indication of risk from Ofs dashboard data analysis

What do we know / what does 'other' data tell us?

<input type="checkbox"/> Increasing and higher recruitment of students with social and communication disabilities	UCAS, Enrollment data
<input type="checkbox"/> Increasing and higher recruitment of students with disabilities	UCAS, Enrollment data
<input type="checkbox"/> High numbers of students with social and communication disabilities within the School Computing, Engineering, Design Technologies	UCAS, Enrollment data
<input type="checkbox"/> Students with declared disabilities compared to students registered for support with disability services	UCAS, Enrollment data & Service data
<input type="checkbox"/> Increasing and higher recruitment of students with complex backgrounds	Service data

Teesside Context

STUDENT SUCCESS

Ofs indications of Risk

- Risk 1 →
- Risk 2 →
- Risk 5 →
- Risk 6 →
- Risk 7 →
- Risk 8 →
- Risk 9 →
- Risk 10 →
- Risk 11 →

<input type="checkbox"/> Continuation rates
<input type="checkbox"/> Uptake academic support
<input type="checkbox"/> Uptake pastoral support

How does the Teesside context / evidence map to the Ofs indications of risk?

What are the risk(s) that we have identified?

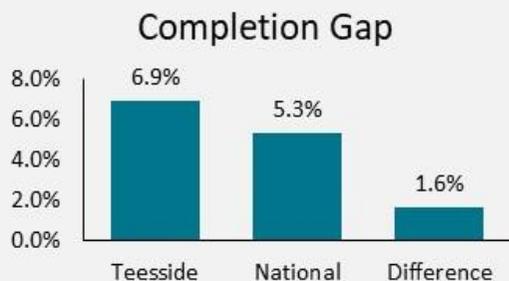
Risk 6 →	Insufficient academic support
Risk 7 →	Insufficient personal support
Risk 8 →	Mental Health
Risk 11 →	Capacity issues

Teesside Risk Identified

4. Mental Health (Completion)

OfS Dashboard Data

Students with mental health conditions compared to those with no known disability



Indication of risk from OfS dashboard data analysis

What do we know / what does 'other' data tell us?

<input type="checkbox"/> Increasing and higher recruitment of students with mental health conditions	UCAS & Enrollment data
<input type="checkbox"/> Increasing and higher recruitment of students with disabilities	UCAS & Enrollment data
<input type="checkbox"/> Increasing and higher recruitment of students with complex backgrounds	Service data
<input type="checkbox"/> Students with declared disabilities compared to students registered for support with disability services	UCAS, Enrollment data & Service data
<input type="checkbox"/> Demand on secondary mental health services in the Tees Valley is significantly higher than the average in England	Office for Health Improvements & Disparities data

Teesside Context

STUDENT SUCCESS

OfS indications of Risk

- Risk 1 →
- Risk 2 →
- Risk 5 →
- Risk 6 →
- Risk 7 →
- Risk 8 →
- Risk 9 →
- Risk 10 →
- Risk 11 →

<input type="checkbox"/> Completion rates
<input type="checkbox"/> Uptake of academic support
<input type="checkbox"/> Uptake of welfare support

How does the Teesside context / evidence map to the OfS indications of risk?

What are the risk(s) that we have identified?

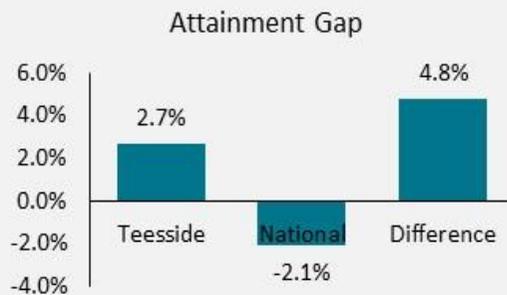
Risk 6 →	Insufficient academic support
Risk 7 →	Insufficient personal support
Risk 8 →	Mental health
Risk 11 →	Capacity issues

Teesside Risk Identified

5. Mental Health (Attainment)

OfS Dashboard Data

Students with mental health conditions compared to those with no known disability



Indication of risk from OfS dashboard data analysis

What do we know / what does 'other' data tell us?

<input type="checkbox"/> Increasing and higher recruitment of students with mental health conditions	UCAS, Enrollment data
<input type="checkbox"/> Increasing and higher recruitment of students with disabilities	UCAS, Enrollment data
<input type="checkbox"/> Increasing and higher recruitment of students with complex backgrounds	Service data
<input type="checkbox"/> Students with declared disabilities compared to students registered for support with disability services	UCAS, Enrollment data & Service data
<input type="checkbox"/> Demand on secondary mental health services in the Tees Valley is significantly higher than the average in England	Office for Health Improvements & Disparities data

Teesside Context

STUDENT SUCCESS

OfS indications of Risk

- Risk 1 →
- Risk 2 →
- Risk 5 →
- Risk 6 →
- Risk 7 →
- Risk 8 →
- Risk 9 →
- Risk 10 →
- Risk 11 →

<input type="checkbox"/> Attainment rates
<input type="checkbox"/> Uptake of academic support
<input type="checkbox"/> Uptake of welfare support

How does the Teesside context / evidence map to the OfS indications of risk?

What are the risk(s) that we have identified?

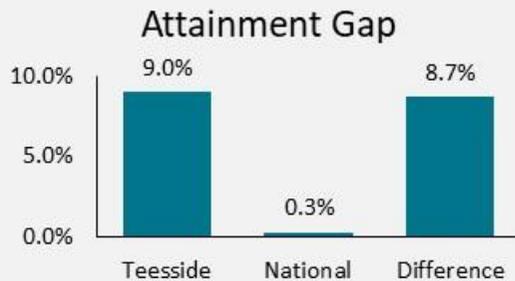
Risk 6 →	Insufficient academic support
Risk 7 →	Insufficient personal support
Risk 8 →	Mental health
Risk 11 →	Capacity issues

Teesside Risk Identified

6. Cognitive & Learning Disabilities (Attainment)

OfS Dashboard Data

Students with cognitive & learning disabilities compared to those with no known disability



Indication of risk from OfS dashboard data analysis

What do we know / what does 'other' data tell us?

<input type="checkbox"/> Increasing and higher recruitment of students with cognitive & learning disabilities	UCAS, Enrollment & Service data
<input type="checkbox"/> Increasing and higher recruitment of students with disabilities	UCAS & Enrollment data
<input type="checkbox"/> Students with declared disabilities compared to students registered for support with disability services	UCAS, Enrollment data & Service data
<input type="checkbox"/> Increasing and higher recruitment of students with complex backgrounds	Service data

Teesside Context

STUDENT SUCCESS

OfS indications of Risk

- Risk 1 →
- Risk 2 →
- Risk 5 →
- Risk 6 →
- Risk 7 →
- Risk 8 →
- Risk 9 →
- Risk 10 →
- Risk 11 →

- Attainment rates
- Uptake academic support
- Uptake pastoral support

How does the Teesside context / evidence map to the OfS indications of risk?

What are the risk(s) that we have identified?

Risk 6 →	Insufficient academic support
Risk 7 →	Insufficient personal support
Risk 11 →	Capacity issues

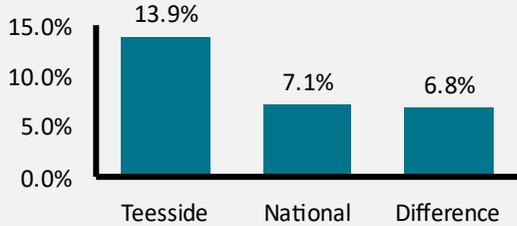
Teesside Risk Identified

7. TUNDRA Q1

OfS Dashboard Data

Students from TUNDRA Q1 compared to students from TUNDRA Q5

Progression Gap (Q1 v Q5)



Indication of risk from OfS dashboard data analysis

What do we know / what does 'other' data tell us?

<input type="checkbox"/> High proportion of graduates stay in the Region post graduation	Graduate Outcomes survey
<input type="checkbox"/> Large % of businesses in the Tees Valley are SMEs	Tees Valley Combined Authority
<input type="checkbox"/> Increasing proportion of student's self identify as 'not very confident'	Service data
<input type="checkbox"/> Increasing numbers of student's self identify as 'not having any networks that may help them get a job'	Service data
<input type="checkbox"/> Increasing numbers of student's needing careers advice and guidance	Service data

Teesside Context

PROGRESSION

OfS indications of Risk

- Risk 6 →
- Risk 7 →
- Risk 8 →
- Risk 9 →
- Risk 10 →
- Risk 11 →
- Risk 12 →

<input type="checkbox"/> Progression rates to further study
<input type="checkbox"/> Employment outcomes
<input type="checkbox"/> Graduate reflections in graduate outcomes survey

How does the Teesside context / evidence map to the OfS indications of risk?

What are the risk(s) that we have identified?

Risk 7	Insufficient personal support
Risk 12	Progression from higher education

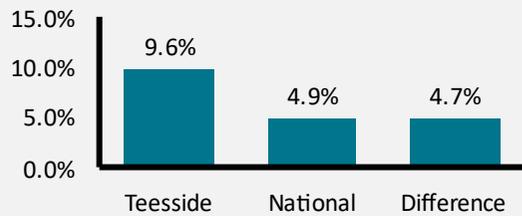
Teesside Risk Identified

8. TUNDRA Q2

OfS Dashboard Data

Students from TUNDRA Q2 compared to those from TUNDRA Q5

Progression Gap (Q2 v Q5)



Indication of risk from OfS dashboard data analysis

What do we know / what does 'other' data tell us?

<input type="checkbox"/> High proportion of graduates stay in the Region post graduation	Graduate Outcomes survey
<input type="checkbox"/> Large % of businesses in the Tees Valley are SMEs	Tees Valley Combined Authority
<input type="checkbox"/> Increasing proportion of student's self identify as 'not very confident'	Service data
<input type="checkbox"/> Increasing numbers of student's self identify as 'not having any networks that may help them get a job'	Service data
<input type="checkbox"/> Increasing numbers of student's needing careers advice and guidance	Service data

Teesside Context

PROGRESSION

OfS indications of Risk

- Risk 6 →
- Risk 7 →
- Risk 8 →
- Risk 9 →
- Risk 10 →
- Risk 11 →
- Risk 12 →

<input type="checkbox"/> Progression rates to further study
<input type="checkbox"/> Employment outcomes
<input type="checkbox"/> Graduate reflections in graduate outcomes survey

How does the Teesside context / evidence map to the OfS indications of risk?

What are the risk(s) that we have identified?

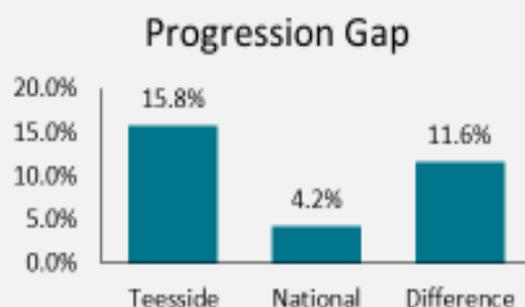
Risk 7	Insufficient personal support
Risk 12	Progression from higher education

Teesside Risk Identified

9. Mental Health

OfS Dashboard Data

Students with mental health conditions compared to those with no known disability



Indication of risk from OfS dashboard data analysis

What do we know / what does 'other' data tell us?

<input type="checkbox"/> Increasing and higher recruitment of students with mental health conditions	UCAS, Enrollment data
<input type="checkbox"/> Increasing and higher recruitment of students with disabilities	UCAS, Enrollment data
<input type="checkbox"/> Increasing and higher recruitment of students with complex backgrounds	Service data
<input type="checkbox"/> Students with declared disabilities compared to students registered for support with disability services	UCAS, Enrollment data & Service data
<input type="checkbox"/> Demand on secondary mental health services in the Tees Valley is significantly higher than the average in England	Office for Health Improvements & Disparities data

Teesside Context

PROGRESSION

OfS indications of Risk

- Risk 6 →
- Risk 7 →
- Risk 8 →
- Risk 9 →
- Risk 10 →
- Risk 11 →
- Risk 12 →

- Progression rates to further study
- Employment outcomes
- Graduate reflections in graduate outcomes survey

How does the Teesside context / evidence map to the OfS indications of risk?

What are the risk(s) that we have identified?

Risk 7	Insufficient personal support
Risk 8	Mental health
Risk 12	Progression from higher education

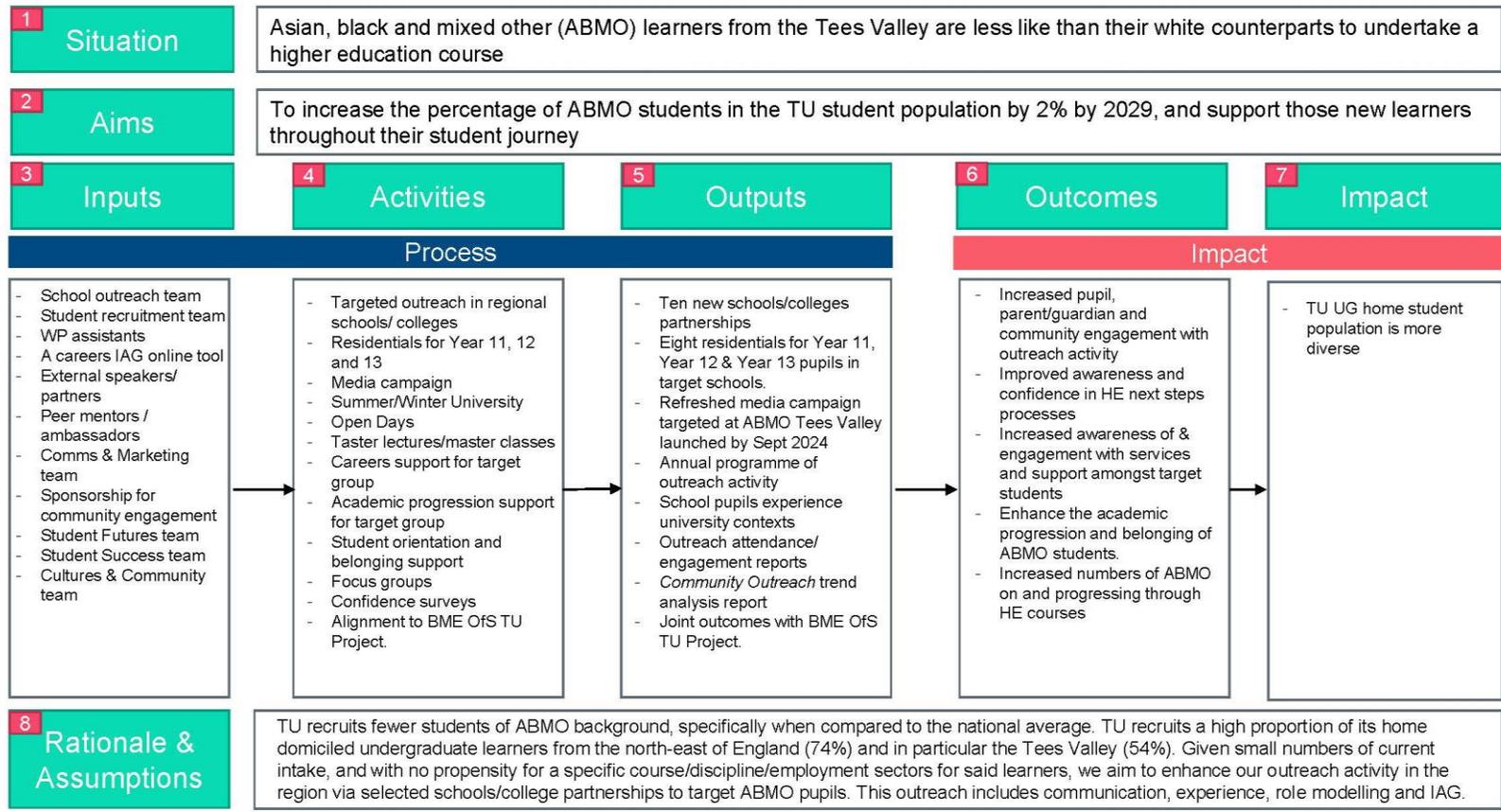
Teesside Risk Identified

Annex B: Evaluation Strategy and Evidence base and rationale for intervention strategies (further detail)

4.1 ABMO

Activity	Outcomes	Method(s) of evaluation	Summary of publication plan When evaluation findings will be shared and the format that they will take
All		Type 2 + Type 3	Combined <i>Community Outreach Trend Analysis</i> report. Externally published [OfS; NEON] – <i>outcomes feed into APP 2028 positioning – outcomes feed into APP 2028 positioning.</i>
ISA1; ISA2 SCHOOL OUTREACH	[O4.1/1] {1} [O4.1/2] {2+3} [O4.1/3] {4} [O4.1/4] {4}	Type 2 + Type 3	{1} Engagement of partnered schools/colleges with TU outreach programme cycle [Annual, July; internal reporting plus trend analysis external report in Year 3] {2} Open Day and Application assessment [Annual, October-December; internal reporting for enhancement commitment plus trend analysis external report in Year 3] {3} Parental Engagement assessment [Annual; October – December; internal reporting plus trend analysis external report in Year 3] {4} Combined <i>Community Outreach Trend Analysis</i> report. {5} HB Participant HE Awareness & Confidence Survey [annually; Dec at programme start and repeated April end of programme – <i>results alignment to ISA3; ISA4</i>]
ISA3; ISA4 HORIZON BROADENING PROGRAMME	[O4.1/5] {1} [O4.1/6] {1} [O4.1/7] {2} [O4.1/8] {2} [O4.1/9] {3} [O4.1/10] {3} [O4.1/11] {1} [O4.1/4] {3}	Type 2	HB Programme runs annually, Dec-April {1} HB Programme Engagement report [annually, June; internal reporting internal reporting plus trend analysis external report in Year 3] {2} HB Participant HE Awareness & Confidence Survey [annually; Dec at programme start and repeated April end of programme – <i>results alignment to HB Programme Engagement assessment ISA1; ISA2</i>] {3} Combined <i>Community Outreach Trend Analysis</i> report
ISA5; ISA6; ISA7 PEER POSITIVE REINFORCEMENT	[O4.1/8] {1} [O4.1/12] {1+3} [O4.1/13] {2} [O4.1/14] {3}	Type 2 + Type 3	{1} HB Participant HE Awareness & Confidence Survey, aligned to mentorship [annually; pre- and post-intervention Dec & April - <i>results alignment to HB Programme Engagement assessment ISA1; ISA2</i>] {2} Causality focus groups [annual, repeated in Year 1, 2 & 3 with an Identity Assessment Report released in December of Year 4, to feed into TU APP 2028] {3} Combined <i>Community Outreach Trend Analysis</i> report
ISA8	[O4.1/15] {1} [O4.1/16] {1}	Type 2	{1} Combined <i>Community Outreach Trend Analysis</i> report

COMMUNITY OUTREACH	[O4.1/17] {1}		
ISA9; ISA10 POST- RECRUITMENT ABMO SUPPORT	[O4.1/18] {1} [O4.1/19] {1} [O4.1/20] {1}	Type 3	{1} First Year Experience Community Focus Groups [Annual focus groups, with internal reporting to shape post-recruitment ABMO support; external published report in Year 4 based on Yr1-3 data, with mid-project interim report in Year 2].



IS1 ABMO Access

ACTIVITY	UNDERPINNING EVIDENCE	REFERENCES
<ul style="list-style-type: none"> • School Outreach • Horizon Broadening programme • Peer Positive Reinforcement • Community outreach • Post-recruitment ABMO support 	<p>Promotion of opportunities in schools and colleges can influence the choice to progress into HE.</p> <p>Students who attend summer school gain higher confidence and aspiration to apply to HE.</p> <p>Students from deprived backgrounds tend to identify informal information sources as more helpful than formal in decision-making.</p> <p>Family perceptions and parental expectations of post-school destinations are critical to shaping young people's perceptions of the risks and benefits of attending HE.</p> <p>Recognition of the influence of key players in the lives of young people including their peers, parents, teachers, and other influencers.</p> <p>Indications that mentoring might lead to an increased awareness of university life and study and the benefits of higher education.</p> <p>A positive relationship between engagement with mentoring and attendance on outreach programmes.</p>	<p>Ardy, J., Branchu, C., & Boliver, V. (2021) What do we know about Black and Minority Ethnic (BAME) participation in UK Higher Education. <i>Social Policy and Society</i>, 21(1), 12-25.</p> <p>Burke, P. J. (2011) Masculinity, Subjectivity and Neoliberalism in Men's Accounts of Migration and Higher Educational Participation. <i>Gender and Education</i>, 23(2), 169-184.</p> <p>Campbell, L. A. and McKendrick, J. H. (2017) Beyond aspirations: deploying the capability approach to tackle the under-representation in higher education of young people from deprived communities. <i>Studies in Continuing Education</i>, 39(2), 120-137.</p> <p>Crawford, C and Greaves, E. (2015). Ethnic minorities substantially more likely to go to university than their White British peers [Comment] Institute for Fiscal Studies.</p> <p>Farooqi, A., et al., (2018). Toolkit for: increasing participation of Black Asian and Minority Ethnic (BAME) groups in health and social care research.</p> <p>Guiffrida, D., et al., (2018). Supporting black British university students: understanding student's experiences</p>

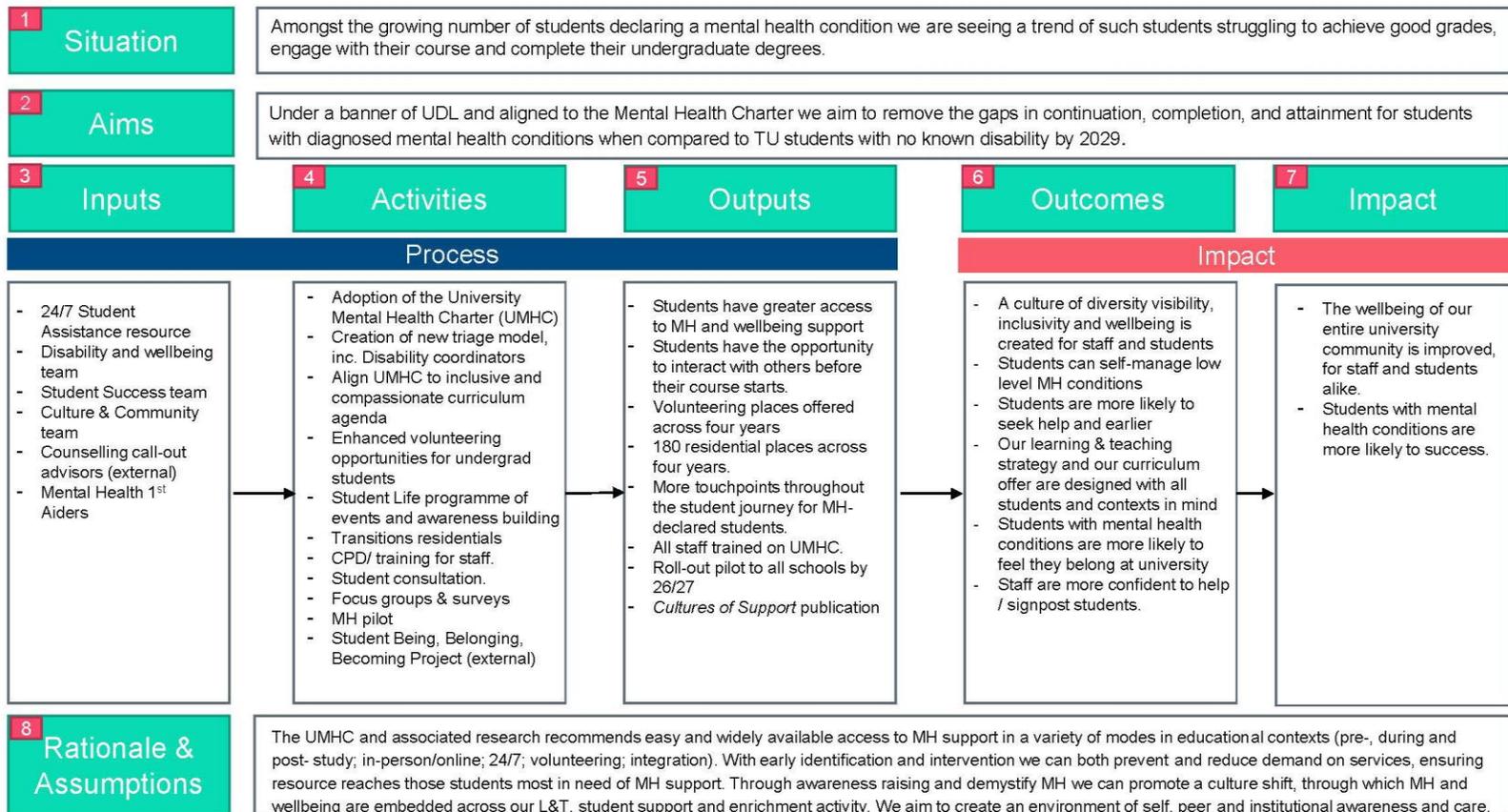
	<p>Indications that a poor sense of belonging might contribute to low levels of engagement.</p> <p>Indications that community 'leaders' and organisations can act as a gateway to HE.</p> <p>BAME students more likely to attend university than their white counterparts but with a higher likelihood of dropping out.</p>	<p>with peers and academic staff. University and College Counselling, 6(3).</p> <p>Lynch, J., Walker-Gibbs, B. and Herbert, S. (2015) Moving beyond a 'bums-on-seats' analysis of progress towards widening participation: reflections on the context, design and evaluation of an Australian government-funded mentoring programme. Journal of Higher Education Policy and Management, 37(2), 144-158.</p> <p>Rehman, N. (2022). Project report. Black, Asian and Minority Ethnic student and parent expectations and perceptions of Higher Education Progression in Sheffield.</p> <p>Sanderson, R., and Spacey, R. (2021) Widening access to higher education for BAME students and students from lower socio-economic groups: A review of literature. IMPact: Journal of Higher Education Research, 4(1).</p> <p>TASO (2022). Summer schools in the time of COVID-19, interim findings on the impact on widening participation.</p> <p>TASO (2023). Evaluating multi-intervention outreach and mentoring programmes.</p> <p>TASO (2023). Understanding online mentoring delivered as part of multi-intervention outreach programmes.</p> <p>Thiele, T., Pope, D., Singleton, A., Snape, D. and Stanistreet, D. (2017) Experience of disadvantage: The influence of identity on engagement in working class</p>
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		<p>students' educational trajectories to an elite university. British Educational Research Journal, 43(1), 49-67.</p> <p>Universities UK (UUK) and National Union of Students (NUS) (2019) Black, Asian, and Minority Ethnic Student Attainment at UK Universities: #Closingthegap.</p>
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4.2 Mental Health Success

Activity	Outcomes	Method(s) of evaluation	Summary of publication plan
ISM1; ISM3; ISM6; ISM7 RESOURCE	[O4.2/1] {2} [O4.2/2] {1} [O4.2/3] {2} [O4.2/4] {2} [O4.2/16] Students enter wellbeing services sooner {2} and into most appropriate provision for their needs. {3} [O4.2/17] {2} [O4.2/13] {2} [O4.2/18] {2+3} [O4.2/19] {2}	Type 2	{1} Focus Groups with MH declared students who have used the 24/7 SAP [24/25 report for internal use only due to sensitive nature of results]. {2} Data tracking of MH support service demand, service capacity and speed of response [Annual internal reporting via APP Project Board and Academic Board; Three-year trends analysis to feature in <i>Cultures of Support</i> external publication (see ISM2; ISM6; ISM9)] {3} Assessment of Impact: MH Triage, within trial school [End of Year 2 from launch of ISM1; ISM3 and ISM7 activity. Internal report to APP Project Board]
ISM2; ISM9 CULTURE [Aligns to ISM6]	[O4.2/5] {3} [O4.2/6] {4} [O4.2/7] {1+2+3} [O4.2/8] {1+2} [O4.2/9] {5} [O4.2/10] {5} [O4.2/11] {4} [O4.2/12] {4} [O4.2/13] {4} [O4.2/14] {4} [O4.2/15] {4}	Type 2 and Type 3	{1} Analysis of trial, via student awareness and confidence survey [24/25 – repeat data points: before course start via pre-arrival survey; Dec; May]. {2} Causality report two school comparison – trial vs. non-trial [2025 analysis; share internally via governance and reporting structure for action for EoO Project Team for 25/26 onwards] {3} Publication of trial outcomes [internal] {4} Training participant surveyed on MH (and LCSC disability) awareness and stakeholder confidence; surveyed pre and post training [Annual reporting to APP Project Board with review each summer; outcomes inform policy reviews, including Personal Tutor Code of Practice, Assessment & Feedback Policy, Academic Enhancement Framework] {5} Annual TU Pulse Survey – Staff mental Health and Wellbeing [Internal use via board reporting structure. Align to, and use to inform, TU EDI Action Plan] <i>Cultures of Support</i> publication [2027; collaborative report with partners e.g., NHS, Student Mind, University Alliance, Three Rivers.
ISM4	[O4.2/20] {1} [O4.2/21] {2}	Type 2	{1} Efficiency of Student Support Plan against agreed SLA [Semesterly; Internal only].

L&T ALIGNED	[O4.2/22] {2} [O4.2/23] {2} [O4.2/24] {1}		{2} Longitudinal measure of student retention, continuation and attainment for MH (and LCSC disability) declared students across a specific student lifespan. Quant data collation paired with series of student 1-1 interviews. Measure also tracks engagement with volunteering (see ISM5). [24/25-26-27 for longitudinal measure; analysis in 27/28 to feed into APP 2028, TU UDL Principles, and <i>Cultures of Support</i> publication].
ISM5; ISM8 INTEGRATI ON [Aligns to ISM3]	[O4.2/25] {2} [O4.2/21] {1} [O4.2/26] {2}	Type 2 and Type 3	{1} SEE LONGITUNDINAL MEASURE ISM4 {2} Student Being, Belonging, Becoming Project (Lead: Portsmouth University)



IS2 Mental Health Success

ACTIVITY	UNDERPINNING EVIDENCE	REFERENCES
<ul style="list-style-type: none"> • Resource • Culture • L&T alignment • Integration 	<p>Service availability (opening hours) can support service adoption, accessibility and inclusivity.</p> <p>Inconvenient hours of counselling services can discourage access.</p> <p>Students using an online intervention are more likely to report mental health concerns.</p> <p>Online interventions can effectively reduce mental health difficulties and have wider reach than in-person interventions.</p> <p>Short-term counselling has been found to deliver reliable and clinical improvement for student users and made reliable improvements.</p> <p>Students perceive the following components to be central to a mentally healthy culture and environment: access to healthy food, exercise facilities; a supportive ethos and culture; natural physical environment; promotion of mental health and wellbeing.</p> <p>The most effective universal mental health interventions for reducing depression, anxiety and psychological distress include: relaxation interventions (progressive</p>	<p>AdvanceHE, 2022. Education for mental health: enhancing student mental health through Curriculum and Pedagogy.</p> <p>Booth, A., Scantlebury, A., Hughes-Morley, A., Mitchell, N., Wright, K., Scott, W., & McDaid, C. (2017). Mental Health Training Programmes for Non-Mental Health Trained Professionals Coming Into Contact with People with Mental Ill Health: A Systematic Review of Effectiveness. <i>BMC Psychiatry</i>, 17(1), 196-220.</p> <p>Brogia, E., Millings, A. & Barham, M. (2021). Student mental health profiles and barriers to help seeking: when and why students seek help for mental health concern. <i>Counselling Psychotherapy Research</i>, 21(4), 816-826.</p> <p>Bunbury, S (2020) Disability in higher education – do reasonable adjustments contribute to an inclusive curriculum? <i>International Journal of Inclusive Education</i>, 24(9), 964-979</p> <p>The Charlie Waller Trust. (2022). How to CREATE a university mental health strategy that works.</p> <p>Connell, J., Barkham, M. & Mellor-Clark, J. (2008). The</p>

	<p>muscle relaxation, autogenic training, guided imagery); cognitive behavioural interventions; mindfulness interventions; meditation and psychoeducational interventions.</p> <p>Skills-based content, particularly with supervised practice, has been found to support student wellbeing, self-esteem and resilience.</p> <p>Recreation programmes can effectively reduce and prevent a range of mental health concerns.</p> <p>Physical wellbeing can have a positive impact on student learning and performance.</p> <p>A social response to disability can reduce the number of reasonable adjustments needed over time.</p> <p>A focus on attitudes to transform the perception staff have towards disabled students can make a positive impact.</p> <p>Training on how to respond to student mental health difficulties is welcomed by university staff.</p> <p>Students taught by teachers who had received mental health training were more likely to disclose mental health problems than students of un-trained teachers.</p>	<p>Effectiveness of UK Student Counselling Services: An Analysis Using the CORE System. <i>British Journal of Guidance and Counselling</i>, 36(1), 1-18.</p> <p>Conley, C., Durlak, J. & Kirsch, A. (2015). A Meta- Analysis of Universal Mental Health Prevention Programs for Higher Education Students. <i>Prevention Science</i>, 16(1), 487–507.</p> <p>Farrer, L., Gulliver, A., Bennett, K., Griffiths, K. (2015). Exploring the Acceptability of Online Mental Health Interventions Among University Teaching Staff: Implications for Intervention Dissemination and Uptake. <i>Internet Interventions</i>, 2(1), 359–365.</p> <p>Gazeley, L. and Aynsley, S. (2012) The contribution of pre-entry interventions to student retention and success. A literature synthesis of the Widening Access Student Retention and Success National Programmes Archive. [online]. York: Higher Education Academy.</p> <p>Gulliver, A., Farrer, L., Bennett, K. Ali, K., Hellsing, A. Katruss, N. & Griffiths, K. (2018). University Staff Experiences of Students with Mental Health Problems and their Perceptions of Staff Training Needs. <i>Journal of Mental Health</i>, 27(3), 247-256.</p> <p>Haas, A., Koestner, B., Rosenberg, J. (2008). An Interactive Web-Based Method of Outreach to College Students at Risk</p>
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	<p>University staff feel under-equipped to deal with student mental health problems and large numbers have never received mental health training.</p> <p>Mental Health First Aid training can improve university staff confidence to intervene and assist students experiencing mental health challenges.</p> <p>Universal Design can enhance learning and reduce the need for adjustments for individual students.</p> <p>An inclusive curriculum can minimise the requirement to make reasonable adjustments.</p> <p>Pre-entry information, advice, and activities including campus visits, mentoring, master classes, student ambassadors; summer schools, and HE-related residential experiences can support transition.</p> <p>Students participating in pre-entry programmes report higher social integration, academic self-efficacy and satisfaction.</p> <p>Students perceive the following components to be central to a mentally healthy culture and environment; community engagement/ relationships, with opportunity for involvement in external community groups and volunteering.</p> <p>Volunteering can benefit student mental wellbeing</p>	<p>for Suicide. Journal of American College Health, 57 (1), 15–22. https://doi.org/10.3200/JACH.57(1)15-22</p> <p>Holt, M. Monk, R., Powell, S. & Dooris, M. (2015) Student Perceptions of a Healthy University, Public Health, 129(6), 674-683.</p> <p>Margrove, K., Gustowska, M., & Grove, L. (2014) Provision of support for psychological distress by university staff, and receptiveness to mental health training, Journal of Further and Higher Education, 38(1), 90-106.</p> <p>Mehta, N., Kassam, A., Leese, M., Butler, G., Thornicroft, G. (2009). Public Attitudes Towards People with Mental Illness in England and Scotland, 1994-2003. British Journal of Psychiatry. 194(1): 278-284.</p> <p>Mind (2021). Final Evaluation Report. https://www.mind.org.uk/media/9066/mentally-healthy-universitiesprogramme-final-evaluation-report.pdf</p> <p>Morgan, M. (2013). Improving the Student Experience: A Practical Guide for Universities and Colleges. Routledge:London.</p>
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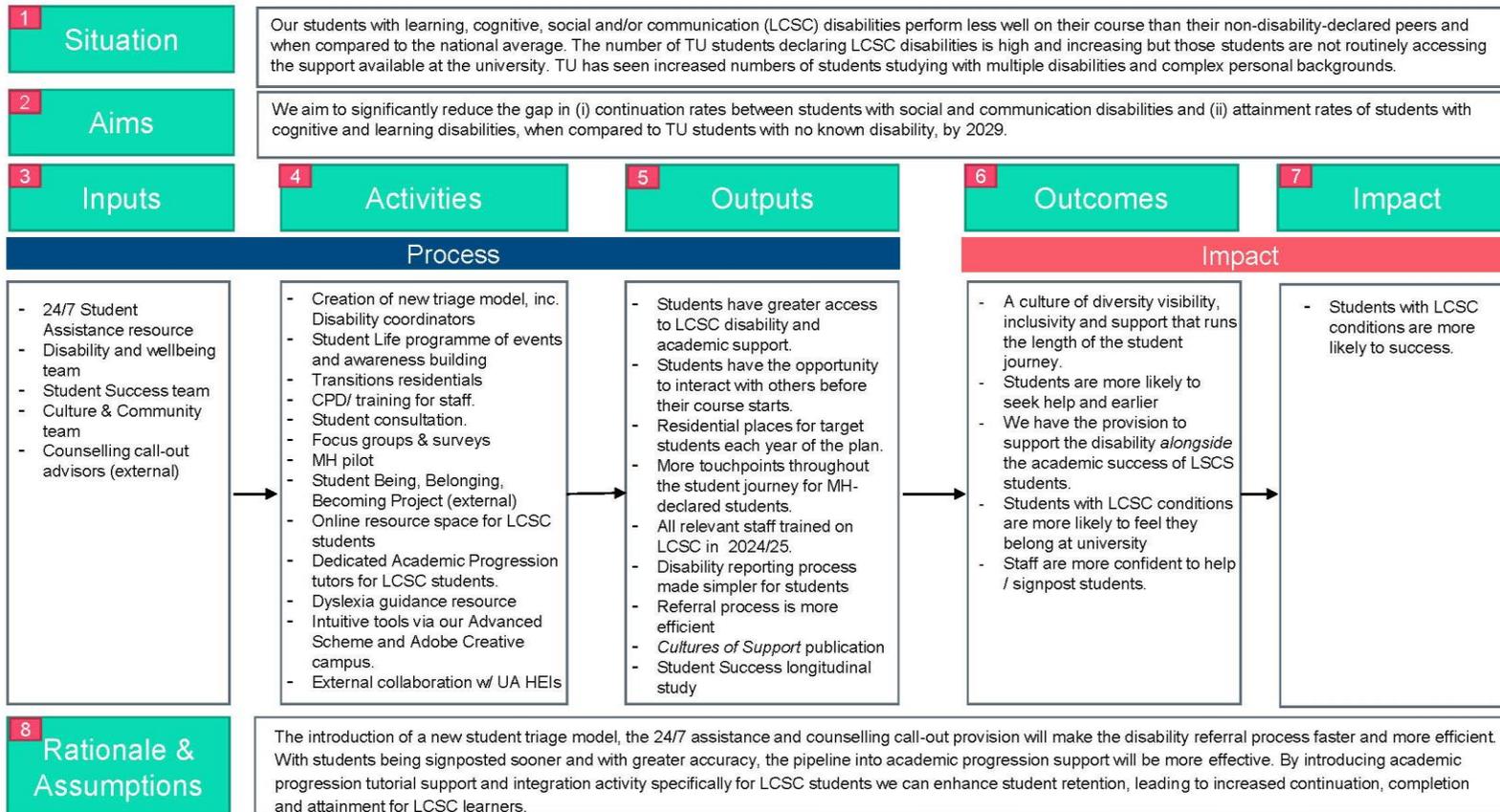
	<p>Social isolation and loneliness reduces cognitive function and can have a direct impact on academic ability.</p>	<p>Musick, M. & Wilson, J. (2003). Volunteering and Depression: The Role of Psychological and Social Resources in Different Age Groups. <i>Social Science & Medicine</i>, 56(2), 259–269.</p> <p>OfS. (2020) Topic Briefing: Disabled Students.</p> <p>Pennington, C., Bates, E., Kaye, L. & Bolam, L. (2018). Transitioning in Higher Education: An Exploration of Psychological and Contextual Factors Affecting Student Satisfaction. <i>Journal of Further and Higher Education</i>, 42(5), 596-607.</p> <p>Priestley, M., Broglia, E., Hughes, G., Spanner, L. (2021). Student Perspectives on Improving Mental Health Support Services at University, <i>Counselling and Psychotherapy Research</i>, 22(1). 197-206.</p> <p>Seok, S., DaCosta, B., Hodges, R. (2018). A systematic review of empirically based universal design for learning: Implementation and effectiveness of universal design in education for students with and without disabilities at the postsecondary level. <i>Open Journal of Social Sciences</i>, 6, 171-189.</p> <p>Smith, F. (2012). Analyzing a college course that adheres to the Universal Design for Learning (UDL) framework. <i>Journal of the Scholarship of Teaching and Learning</i>, 12(3). 31-61.</p> <p>Spear, S., Morey, Y. & Van Steen, T. (2021) Academics'</p>
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		<p>Perceptions and Experiences of Working with Students with Mental Health Problems: Insights from Across the UK Higher Education Sector. <i>Higher Education Research & development</i>, 40(5), 1117-1130.</p> <p>Stallman, H. (2011). Embedding Resilience within the Tertiary Curriculum: A Feasibility Study. <i>Higher Education Research & Development</i>, 30(2), 121-133,</p> <p>Stebleton, M., Soria, K., Huesman, R. (2014). First-Generation Students' Sense of Belonging, Mental Health, and Use of Counselling Services at Public Research Universities. <i>Journal of College Counselling</i>, 17(1), 6-20.</p> <p>Svensson, B., & Hansson, L. (2014). Effectiveness of Mental Health First Aid Training in Sweden. A Randomized Controlled Trial with a Six-Month and Two-Year Follow-Up. <i>PloS One</i>, 9(6)</p> <p>TASO (2022). What works to tackle mental health inequalities in higher education?</p> <p>Thornicroft, G., Mehta, N., Clement, S., Evans-Lacko, S., Doherty, M., Rose, D., Koschorke, M., Shidhaye, R., O'Reilly, C., & Henderson, C. (2016). Evidence for Effective Interventions to Reduce Mental</p>
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		<p>Health Related Stigma and Discrimination. <i>Lancet</i>, 387(1), 1123–1132.</p> <p>Wallace, C., Wallace, S., Lloyd-Jones, N., Davies, M., Elliott, M., Ganesh, S., Griffiths, L., Llewellyn, M., Pontin, D. & Tetlow, S. (2020). Enhancing Student Wellbeing Through Social Prescribing: A Group Concept Mapping of Student Wellbeing in Wrexham Glyndwr University.</p> <p>Williamson, I., Wildbur, D., Bell, K., Tanner, J. & Matthews, H. (2018). Benefits to University Students Through Volunteering in a Health Context: A New Model. <i>British Journal of Educational Studies</i>, 66(3), 383-402.</p> <p>Worsley, J., Harrison, P., & Corcoran, R. (2021). The Role of Accommodation Environments in Student Mental Health and Wellbeing. <i>BMC Public Health</i>, 21(1), 573-581.</p>
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4.3 Social and Communication Disabilities Continuation

Activity	Outcomes	Method(s) of evaluation Include type of evidence you intend to generate e.g. Type 2.	Summary of publication plan When evaluation findings will be shared and the format that they will take
ISM1; ISM3; ISM4; ISM6; ISM8	See 4.2		
ISM9 CULTURE	[O4.3/1] {1} [O4.3/2] {1} [O4.3/3] {1+2}	Type 2	{1} Training participant survey on (MH and) LCSC disability awareness and stakeholder confidence; surveyed pre and post training. [Annual reporting to APP Project Board with review each summer; outcomes inform policy reviews, including Personal Tutor Code of Practice, Assessment & Feedback Policy, Academic Enhancement Framework] {2} Longitudinal measure of student success, with focus on continuation, for LCSC disability declared students across a specific student lifespan. Quant data collation paired with series of student 1-1 interviews. [24/25-26-27 for longitudinal measure; analysis in 27/28 to feed into APP 2028, TU UDL Principles, and <i>Cultures of Support</i> publication].
ISD1 ONLINE RESOURCE	[O4.3/4] {1+2}	Type 2	{1} Monitoring report – engagement analytics with online resource. Content built in consultation with student stakeholders and aligned to EDI Action Plan. [Annual review, via APP Project Board] {2} See Longitudinal measure of student success in ISM9
ISD2 L&T-ALIGNED	[O4.3/5]	Type 3	Comparative data analysis (desk-based) of academic retention, continuation, and attainment of LSCS disability declared students who received Student Success support vs those that do not. [Annual, Dec reporting. Internal report to SLEC; external reporting via <i>Cultures of Support</i> publication; external collaboration with UA HEI].



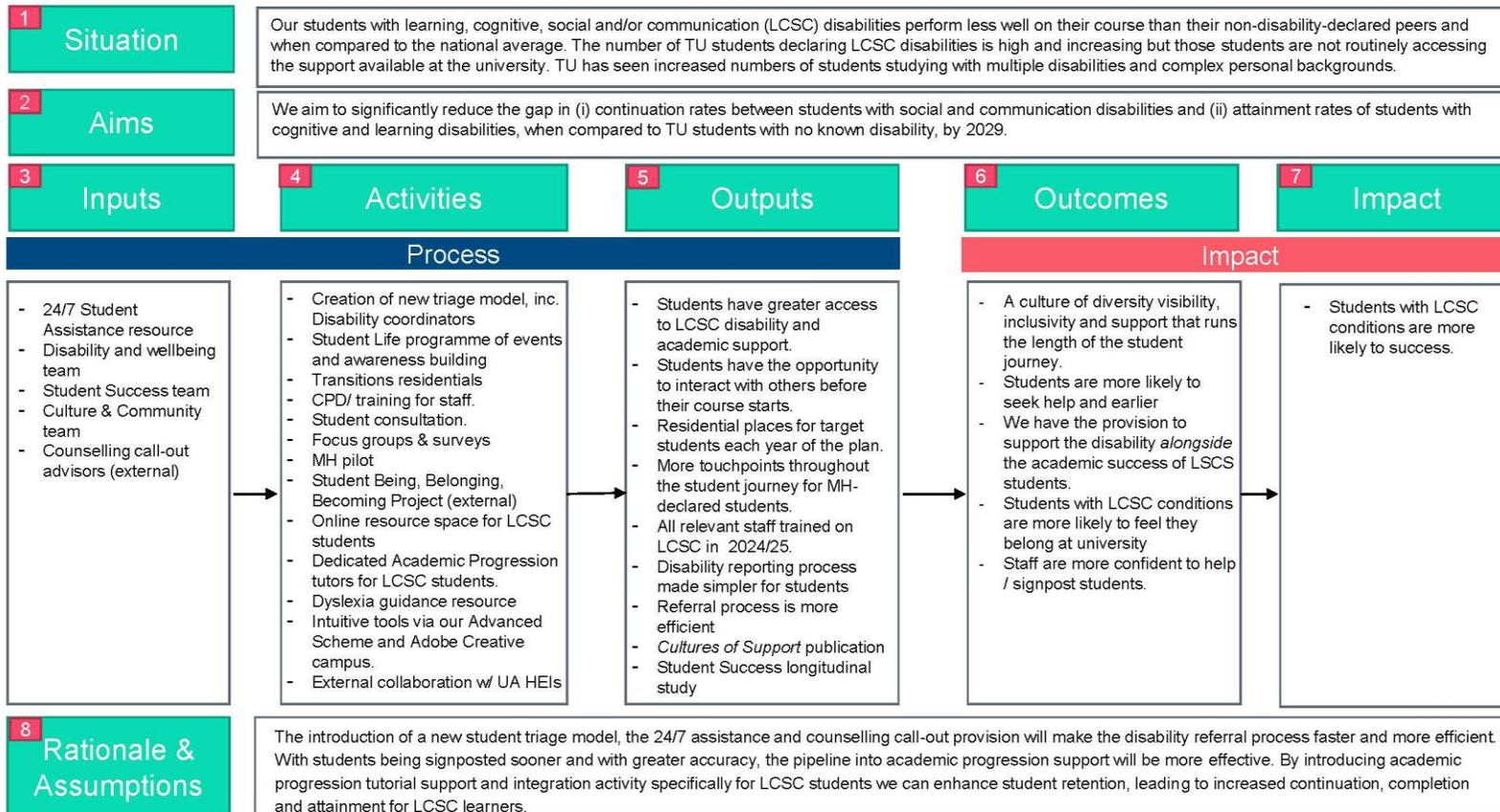
IS3 Social and Communication Disabilities Continuation

ACTIVITY	UNDERPINNING EVIDENCE	REFERENCES
<ul style="list-style-type: none"> • Resource • L&T aligned • Integration • Culture • Online resource 	<p>Those with social, behavioural and communication impairments are most likely to prioritise mental health support services quality when choosing a HE institution.</p> <p>Access to psychological support is important to those with social and communication disabilities.</p> <p>People with ADHD and some autistic people are more likely to experience mental health conditions.</p> <p>Students perceive the following components to be central to a mentally healthy culture and environment: access to healthy food, exercise facilities; a supportive ethos and culture; natural physical environment; promotion of mental health and wellbeing.</p> <p>The most effective universal mental health interventions for reducing depression, anxiety and psychological distress include: relaxation interventions (progressive muscle relaxation, autogenic training, guided imagery); cognitive behavioural interventions; mindfulness interventions; meditation and psychoeducational interventions.</p> <p>Skills-based content, particularly with supervised practice, has been found to support student wellbeing, self-esteem and resilience.</p>	<p>Bunbury, S (2020) Disability in higher education – do reasonable adjustments contribute to an inclusive curriculum? <i>International Journal of Inclusive Education</i>, 24(9), 964-979</p> <p>Fabri, M and Fenton, G and Andrews, PCS and Beaton, MC (2020) Experiences of higher education students on the autism spectrum: Stories of low mood and high resilience. <i>International Journal of Disability, Development and Education</i>.</p> <p>Gurbuz, E., Hanley, M. & Riby, D.M. University Students with Autism: The Social and Academic Experiences of University in the UK. <i>J Autism Dev Disord</i> 49, 617–631 (2019).</p> <p>Pinder-Amaker, S. (2014). Identifying the unmet needs of college students on the autism spectrum. <i>Harvard Review of Psychiatry</i>, 22(2), 125–137.</p> <p>Rath, V. (2022). Social engagement: Hearing the experiences of disabled students in higher education in Ireland. <i>Frontiers in Education</i> 7.</p> <p>Seok, S., DaCosta, B., Hodges, R. (2018). A systematic review of empirically based universal design for learning: Implementation and effectiveness of universal design in</p>

	<p>Universal Design can enhance learning and reduce the need for adjustments for individual students.</p> <p>An inclusive curriculum can minimise the requirement to make reasonable adjustments.</p> <p>Awareness programs could contribute to reducing stigma for autistic students.</p> <p>Early and ongoing social engagement for disabled students can lead to greater feelings of belonging and greater student retention.</p> <p>Social opportunities for autistic adults may facilitate higher engagement.</p> <p>The opportunity to meet and spend time with other neurodivergent students could assist with belonging.</p> <p>Social and communication disability training needs to be improved and increased.</p> <p>Lack of awareness of social and communication disabilities links to self-isolation. An easily accessible support system can assist with autistic students self-identifying support requirements.</p> <p>A reluctance with autistic students self-identifying issues.</p>	<p>education for students with and without disabilities at the postsecondary level. <i>Open Journal of Social Sciences</i>, 6, 171-189.</p> <p>Smith, F. (2012). Analyzing a college course that adheres to the Universal Design for Learning (UDL) framework. <i>Journal of the Scholarship of Teaching and Learning</i>, 12(3), 31-61.</p> <p>UCAS (2022). Next Steps: what is the experience of disabled students in education?</p> <p>Unite Students (2023). An asset, not a problem: meeting the needs of neurodivergent students.</p> <p>Van Hees, V., Moyson, T. and Roeyers, H., (2014) 'Higher Education Experiences of Students with Autism Spectrum Disorder: Challenges, Benefits and Support Needs', <i>Journal of Autism Development Disorder</i>, 45, 1673-1688</p>
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4.4 Cognitive and learning disabilities attainment

Activity	Outcomes	Method(s) of evaluation	Summary of publication plan
ISD1 ONLINE RESOURCE	[O4.3/4] {1+2}	Type 2	{1} Monitoring report – engagement analytics with online resource. Content built in consultation with student stakeholders and aligned to EDI Action Plan. [Annual review, via APP Project Board] {2} Longitudinal measure of student success, with focus on continuation, for LCSC disability declared students across a specific student lifespan. Data collection and publication as in ISM9.
ISD2 L&T-ALIGNED	[O4.3/5] Enhance the academic progression of APP-aligned disability declared students.	Type 3	See ISD2 Comparative data analysis
ISD3; ISD4 RESOURCE	[O4.4/1] {1} [O4.4/2] {1} [O4.4/3] {2} [O4.4/4] {2 +3}	Type 2	{1} Evaluation of staff update of dyslexia training (inc. confidence measure) aligned to the resource; to include adoption measure of Inclusive and Compassionate Curriculum principles pre- training, post training (interim) and post training (one year later). [Annual review via APP Project Board and SLEC] {2} Longitudinal measure of student success, with focus on academic attainment, for LCSC disability declared students across a specific student lifespan. Includes measure of tools usage amongst students and disability adjustment correlation. Data collection and publication as in ISM9. {3} Pulse survey with student users [At point of use, rolling throughout APP lifespan; internal reporting via APP Project Board]
ISD1; ISD2; ISM1; ISM3; ISM4; ISM6; ISM9	See 4.3		



IS4 Cognitive and learning disabilities attainment

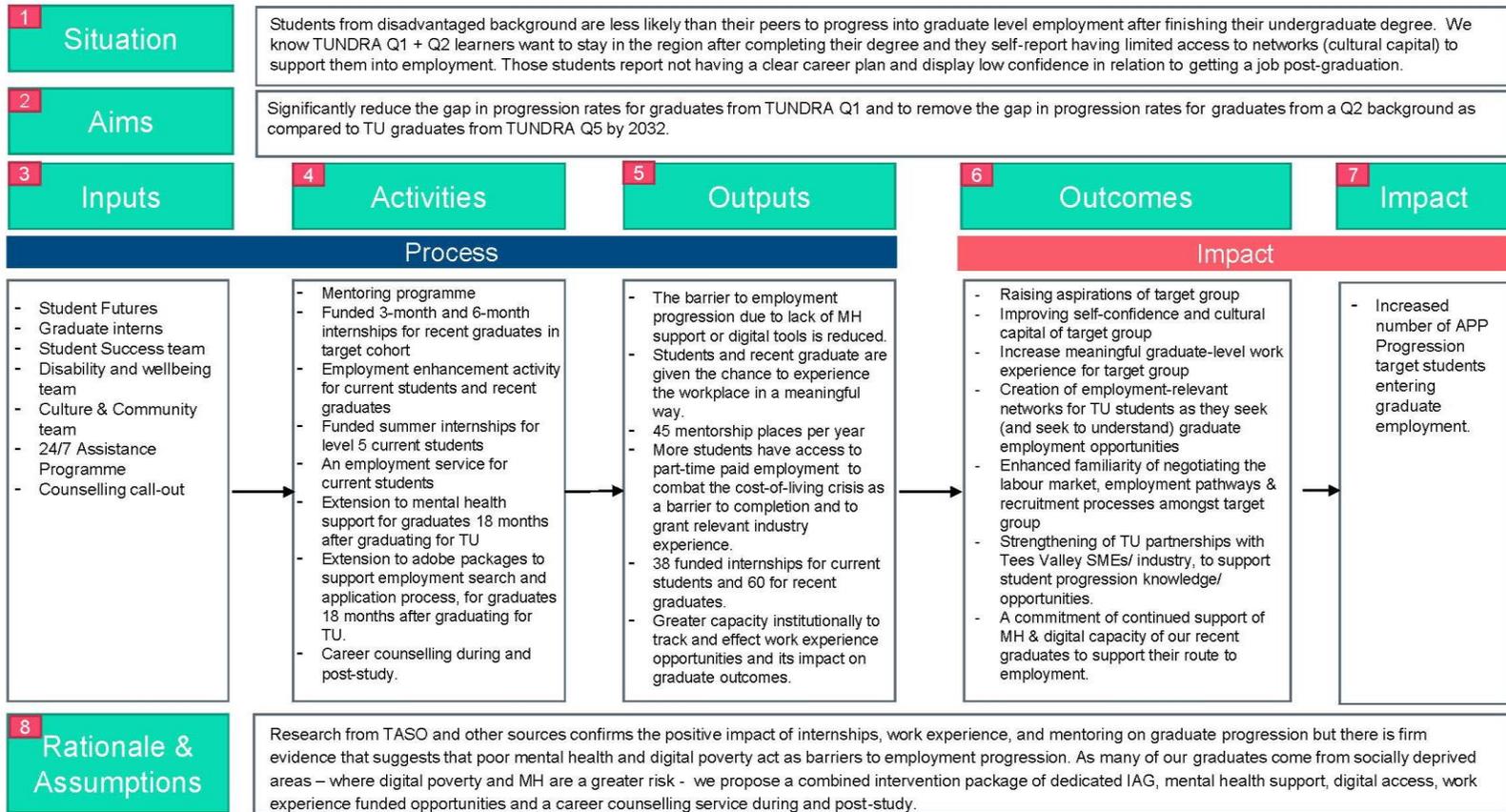
ACTIVITY	UNDERPINNING EVIDENCE	REFERENCES
<ul style="list-style-type: none"> • Online resource • L&T aligned • Resource • Culture 	<p>Good practice case studies indicate the positive impact of encouraging disclosure of disability across the student journey.</p> <p>Self-advocacy may be beneficial for disabled students.</p> <p>Increased awareness and reducing negative attitudes lead to better outcomes for disabled students.</p> <p>Students with learning disabilities have significantly high anxiety.</p> <p>Universal Design can enhance learning and reduce the need for adjustments for individual students.</p> <p>An inclusive curriculum can minimise the requirement to make reasonable adjustments.</p> <p>Technology and the use and coverage of assistive technology is an enabler for learners with learning disabilities.</p>	<p>Bunbury, S (2020) Disability in higher education – do reasonable adjustments contribute to an inclusive curriculum? <i>International Journal of Inclusive Education</i>, 24(9), 964-979</p> <p>Clouder, D, Karakus, M, Cinotti, A, Ferreyra, MV, Amador Fierros, G & Rojo, P 2020, 'Neurodiversity in higher education: a narrative synthesis', <i>Higher Education</i>, vol. 80, no. 4, HIGH-D-19-00818R2, 757-778.</p> <p>Fleming, A. R., Plotner, A. J., & Oertle, K. M. (2017). <i>College Students with Disabilities: The Relationship between Student Characteristics, the Academic Environment, and Performance</i>. <i>Journal of Postsecondary Education and Disability</i>, 30(3), 209-221</p> <p>Institute for Employment Studies (2019). <i>Review of Support for Disabled Students in Higher Education in England</i>.</p> <p>Jisc (2014). <i>Meeting the requirements of learners with special educational needs</i>.</p> <p>Seok, S., DaCosta, B., Hodges, R. (2018). <i>A systematic review of empirically based universal design for learning: Implementation and effectiveness of universal</i></p>

	<p>Despite increasing numbers of neurodiverse students entering HE there are low levels of staff awareness.</p>	<p>design in education for students with and without disabilities at the postsecondary level. Open Journal of Social Sciences, 6, 171-189.</p> <p>Smith, F. (2012). Analyzing a college course that adheres to the Universal Design for Learning (UDL) framework. Journal of the Scholarship of Teaching and Learning, 12(3). 31-61.</p> <p>TASO. Evidence Toolkit https://taso.org.uk/evidence/toolkit/</p> <p>Trainin, G., and Swanson, H. (2005). Cognitions, metacognition, and achievement of college students with learning disabilities. Learning Disability Quarterly, 28(4), 261-272.</p>
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4.5 TUNDRA Q1&2 Progression

Activity	Outcomes	Method(s) of evaluation	Summary of publication plan
IST1; IST2; IST3 TEES VALLEY PROGRESS PROJECT	[O4.5/1] {1} [O4.5/2] {1} [O4.5/3] {3} [O4.5/4] {2} [O4.5/5] {4+5} [O4.5/6] {5} [O4.5/7] {4}	Type 2 and Type 3	<p>Publication of working paper, Tees Valley Progress project via TASO / UA / NEON. [2025]</p> <p>Publication of Tees Valley Project Outcomes paper via LTeXChange online (internal) and external via TASO / UA / NEON. [2028]</p> <p><i>The following evaluations will feed into the two publications listed above:</i></p> <p>{1} Raising Aspirations focus groups with mentees [Annual cycle]</p> <p>{2} Desk-based assessment of work-experience-leading-to-graduate-outcomes trends</p> <p>{3} Monitoring of SME/ employer partnership agreements across five years of the APP, including employer satisfaction survey.</p> <p>{4} Comparative desk-based analysis of continuation, attainment and progression outcomes of target students, those accessing support vs. non-support control group.</p> <p>{5} Comparative desk-based assessment of academic and career confidence via pre-arrival transitions survey, plus academic diagnostic outcomes from Student Success programme.</p>
IST4 GRADUATE OPPORTUNITIES	[O4.5/8] {1+2+3} [O4.5/9] {3} [O4.5/10] {1} [O4.5/11] {2}	Type 2 and Type 3	<p>{1} Comparative Employability Skills needs analysis with recent graduates, n=90 control group vs n=90 on summer internship programme.</p> <p>{2} Comparative desk-based assessment of graduate outcomes (15 months post-graduation) of those on summer internship programme vs cohort average.</p> <p>{3} Pre- and post- summer internship impact assessment; inc. measure of network access, impact of the internship.</p>
IST5 STUDENT OPPORTUNITIES	[O4.5/12] {1} [O4.5/13] {1}	Type 2	{1} Desk-based assessment of the graduate outcomes of those who undertook part-time paid work. Inc. critical assessment of attainment level of UG graduates and extent of part-time paid work undertaken while studying.

<p>IST6; IST7</p> <p>GRADUATE SUPPORT</p>	<p>[O4.5/14] {1}</p> <p>[O4.5/15] {1}</p> <p>[O4.5/16] {2}</p> <p>[O4.5/17] {2}</p>	<p>Type 2</p>	<p>{1} Need analysis of university-sourced mental health [18 months after graduation for test cohort of 25/26 graduates; track MH access while at TU on UG course; Career Progression Confidence Survey at end of Level 6 (pre-graduation) with Graduate Progression pulse survey 6, 12 + 18 months post-graduation. Publication via <i>Cultures of Support</i> report 2027]</p> <p>{2} Need analysis of university-sourced digital tool access [18 months after graduation for test cohort of 25/26 graduates; survey students from 25/26 graduate cohort who have opted for extended Adobe access (use; value; need); Digital Impact Graduate Survey at 6, 12 + 18 months post-graduation. Publication via <i>Cultures of Support</i> report 2027]</p>
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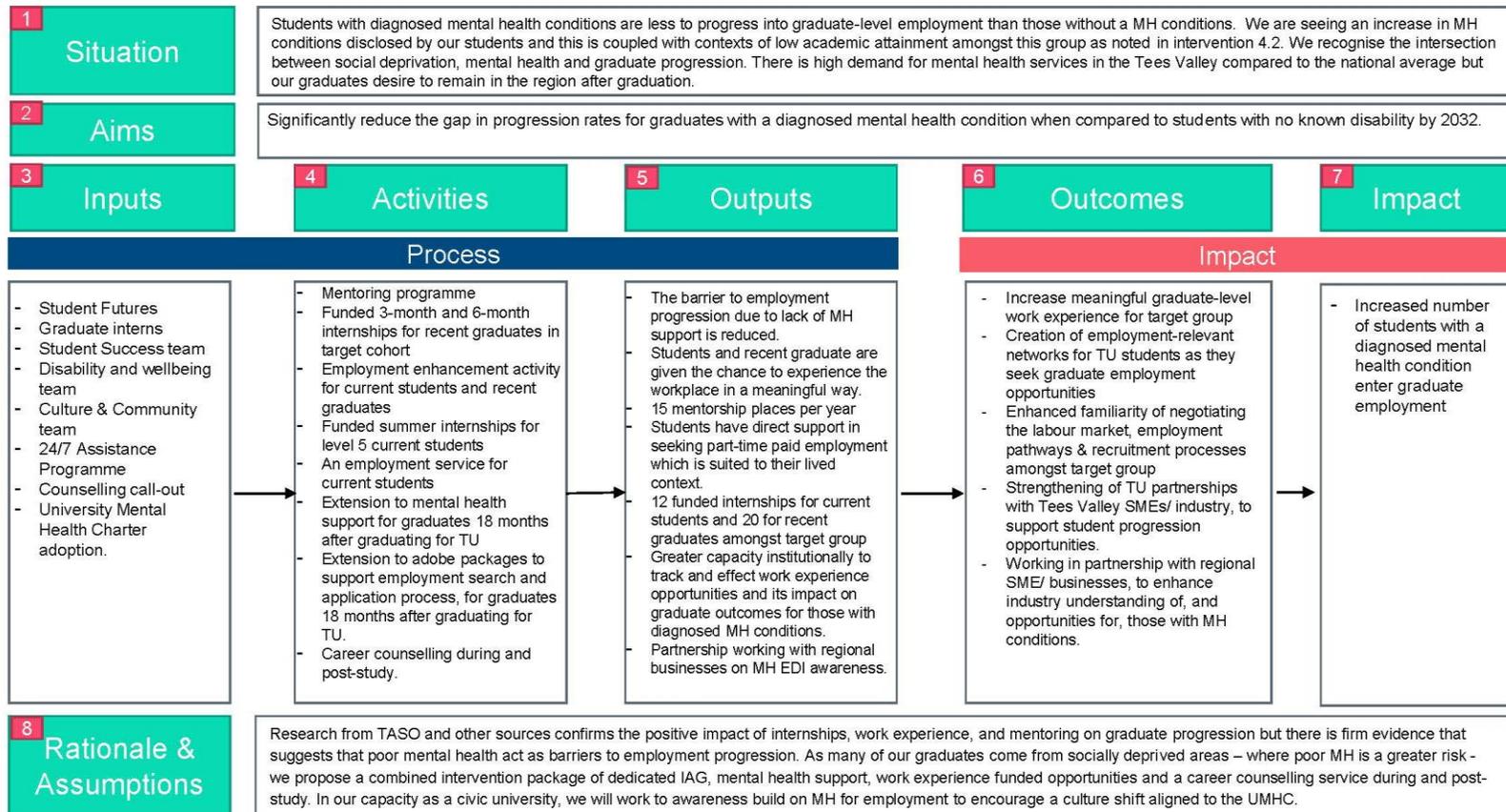
IS5 TUNDRA Q1&2 Progression

ACTIVITY	UNDERPINNING EVIDENCE	REFERENCES
<ul style="list-style-type: none"> • Tees Valley Progress Project • Graduate opportunities • Student opportunities • Graduate Support 	<p>Studies from one University found that 41% of mentees had raised their aspirations.</p> <p>The vast majority of mentees journeys involved making career choice progress and/or feeling more committed and ready to apply for the roles they aspired to do.</p> <p>Mentoring is associated with better outcomes for students.</p> <p>Internships and work experience are impactful targeted interventions.</p> <p>There is a strong association with better graduate outcomes and internships and work experience.</p> <p>Part-time work activities enable students to develop skills needed to secure graduate positions and improve work-readiness.</p> <p>A career counselling approach to IAG has an association with students' knowledge of and readiness for navigating the job market.</p>	<p>Evans, C., and Yusof, Z. (2020). The importance of part-time work to UK university students. <i>Industry and Higher Education</i>, 35(6), 725-735.</p> <p>Lyden, T (2020). Raising undergraduate aspirations through career mentoring. [blog]</p> <p>TASO Evidence Toolkit https://taso.org.uk/evidence/toolkit/</p> <p>TASO (2022). What works to reduce equality gaps in employment and employability?</p> <p>TASO (2022). What works to tackle mental health inequalities in higher education?</p>

	<p>Engagement in IAG improved the progression of disadvantaged students into postgraduate education.</p> <p>Students from low socio-economic status are one of the groups at greater risk of suffering from poor mental health.</p> <p>Poor mental health has a detrimental impact on HE outcomes.</p>	
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4.6 Mental Health Progression

Activity	Outcomes	Method(s) of evaluation
IST1; IST2; IST3; IST4; IST5; IST6; IST7		See 4.5 (NB. Target group for 4.6 is mental health declared students; for 4.5 this is TUNDRA Q1 and Q2)



IS6 Mental Health Progression

ACTIVITY	UNDERPINNING EVIDENCE	REFERENCES
<ul style="list-style-type: none"> • Tees Valley Progress Project • Graduate Opportunities • Student Opportunities • Graduate Support 	<p>Studies from one University found that 41% of mentees had raised their aspirations.</p> <p>The vast majority of mentees journeys involved making career choice progress and/or feeling more committed and ready to apply for the roles they aspired to do.</p> <p>Mentoring is associated with better outcomes for students.</p> <p>Mentoring can help to reduce mental health difficulties.</p> <p>Internships and work experience are impactful targeted interventions and have a strong association with better graduate outcomes.</p> <p>Part-time work activities enable students to develop skills needed to secure graduate positions and improve work-readiness.</p> <p>A career counselling approach to IAG has an association with students' knowledge of and readiness for navigating the job market.</p>	<p>Evans, C., and Yusof, Z. (2020). The importance of part-time work to UK university students. <i>Industry and Higher Education</i>, 35(6), 725-735.</p> <p>Lyden, T (2020). Raising undergraduate aspirations through career mentoring. [blog]</p> <p>TASO Evidence Toolkit https://taso.org.uk/evidence/toolkit/</p> <p>TASO (2022). What works to reduce equality gaps in employment and employability?</p> <p>TASO (2022). What works to tackle mental health inequalities in higher education?</p>

	<p>Engagement in IAG improves the progression of disadvantaged students into postgraduate education.</p> <p>Trends indicate that poor mental health has a detrimental impact on HE outcomes.</p>	
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4.7 Pre 16 Attainment Raising

Activity	Outcomes	Method(s) of evaluation	Summary of publication plan
ISR1 SMALL SAMPLE PILOT	[O4.7/1] [O4.7/2]	Type 2	Comparative sample survey: n=40 non-pilot vs n=40 on pilot relevant [Annual internal reporting to APP Project Board; External <i>Aspiration Raising</i> reporting via NERAP/ UniConnect (tbc) interim report in 2025, final report 2027; latter feeds into APP 2028. Subject to ethical approval].
ISR2; ISR3; ISR4; ISR6 ONE-DAY EVENTS	[O4.7/3] [O4.7/4] [O4.7/6]	Type 2	Pre- and post- event HE Awareness questionnaires from pupil participants, with relevant subject/ female focus as relevant [Annual internal reporting as in ISR1].
ISR5 IAG	[O4.7/5]	Type 2	Pre- and post- intervention questionnaire for Year 10 – 11 pupils [Annual internal reporting as in ISR1]
ISR7 ADVANCED MATHS SUPPORT PROJECT	[O4.7/7] {2} [O4.7/8] {1} [O4.7/9] {2} [O4.7/10] {2} [O4.7/11] {2}	Type 2	{1} Pre- and post- intervention maths aspirations pupil questionnaire {2} Desk-based engagement assessment Both {1} and {2} Annual reporting as in ISR1
ISR8; ISR9 SPONSORED EVENTS (Creative Industry)	[O4.7/12] [O4.7/13]	Type 2	Pre- and post- intervention creative industry utilisation surveys from parents/guardians of each school. [Annual internal reporting as in ISR1].
ISR10; ISR11 DIGITAL	[O4.7/14]	Type 2	Pre- and post- intervention technology utilisation surveys from staff representative of each school. [Annual internal reporting as in ISR1].

1 Situation	Only one-third of disadvantaged students get the GCSE grades associated with higher education entry, compared to two-thirds of their advantaged peers. In the Tees Valley context, evidence shows Middlesbrough has the lowest performing GCSE results. Hartlepool and Redcar & Cleveland also perform below the NorthEast average. The North-east as a region also underperforms when compared to the average for England.				
2 Aims	To improve the regional opportunities for pre-16 students to attend HE by 2028 and to reduce the gap in attainment rates in the Northeast region when compared to the national average.				
3 Inputs	4 Activities	5 Outputs	6 Outcomes	7 Impact	
Process			Impact		
<ul style="list-style-type: none"> - Student Tutoring Programme (UniConnect) - School outreach team - Student recruitment team - WP outreach team - Student ambassadors - Graduate ambassadors - Sponsorship for community engagement - Cultures & Community team - Academic staff (Digital Technology) 	<ul style="list-style-type: none"> - 9-week regional tutoring programme (KS3, Yr 8 focus). - Targeted outreach in regional schools/colleges - A series of one-day events aligned to STE(A)M, digital arts and creative cultures - A series of one-day events aligned to women in Computing for Year 9+10 - A series of HE Horizon Broadening/IAG events for Year 9 and Years 10+11 - Targeted IAG events for Year 9 and Year 10. - Advanced Maths programme - A series of sponsored industry events for Year 6 and Year 8+9 - A programme of pre-16 digital skills development - Spark training sessions (dig tech) for Tees Valley schools. 	<ul style="list-style-type: none"> - Supervision and support for UCP staff, aligned to the tutoring programme (UniConnect) - 15 undergraduates recruited and trained per institution (UniConnect tutoring programme). - Staff from 15 primary schools in Middlesbrough trained via TU and Spark Tees Valley on digital skills. - Annual programme of outreach activity - School pupils experience university contexts - Outreach attendance/ engagement reports - <i>Raising Aspirations</i> report - 80 Year 6 pupils from four schools attend Aminexperiencecreative digital skills event per year. - Delivery of annual skills events for schools in Tees Valley and North Yorkshire. - A 2-year Year 9/10 pilot project delivered to 40 target pupils from WP cohorts from key feeder schools. 	<ul style="list-style-type: none"> - Alignment to NERAP/ UniConnect objectives - Increased academic performance and self-efficacy within key subject areas - Sustained opportunities for primary and secondary pupils to engage with cultures of higher education. - Improved digital capabilities of teaching staff in target schools - Increased pupil and community engagement with outreach activity - Improved awareness and confidence in the equality of opportunity for girls interested in pursuing careers in computing - Increased awareness of key subject disciplines. 	<ul style="list-style-type: none"> - Reduction in attainment timeframes for target cohorts in the region. - Greater numbers of students from disadvantaged background in the north of England have a route into higher education. 	
8 Rationale & Assumptions	<ul style="list-style-type: none"> • Enrichment of the classroom experience via the use of student tutors, teaching staff upskilling/ training and academic induction events will raise attainment capacity of pre-16 learners. • Promotion of opportunities in schools/colleges can positively inform the choice to progress into HE. • Students should be targeted before their attitudes to education are engrained. Pupil's expectations about the future correlates with attainment at age 16 and HE entry. 				

IS7 Pre-16 Attainment Raising

ACTIVITY	UNDERPINNING EVIDENCE	REFERENCES
<ul style="list-style-type: none"> • Small sample pilot • One-day events/IAG • Advanced maths support project • Sponsored events • Digital 	<p>Promotion of opportunities in schools and colleges can influence the choice to progress into HE.</p> <p>Students should be targeted before their attitudes to education are engrained.</p> <p>Pupil's expectations about the future correlates with attainment at age 16 and HE entry.</p>	<p>Anders, J. and Micklewright, J., 2015. Teenagers' expectations of applying to university: how do they change? <i>Education sciences</i>, 5(4), 281-305.</p> <p>Anthony, Anna (2019) 'What works' and 'what makes sense' in <i>Widening Participation: an investigation into the potential of university-led outreach to raise attainment in schools</i>. Doctor of Philosophy (PhD) thesis, University of Kent.</p> <p>Chowdry, H., Crawford, C., Goodman, A., 2011. The role of attitudes and behaviours in explaining socio- economic differences in attainment at age 16 (No. 10/15), IFS Working Paper. Institute for Fiscal Studies.</p> <p>Education Endowment Foundation. Teaching and Learning Toolkit. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</p> <p>Rehman, N. (2022). Project report. Black, Asian and Minority Ethnic student and parent expectations and perceptions of Higher Education Progression in Sheffield.</p> <p>TASO. Evidence Toolkit. https://taso.org.uk/evidence/toolkit/</p>

Fees, investments and targets 2024-25 to 2027-28

Provider name: Teesside University

Provider UKPRN: 10007161

Summary of 2024-25 entrant course fees

*course type not listed

Inflation statement:

Subject to the maximum fee limits set out in Regulations we will increase fees each year using RPI-X

Table 3b - Full-time course fee levels for 2024-25 entrants

Full-time course type:	Additional information:	Sub-contractual UKPRN:	Course fee:
First degree	2017/18 and later years entry: All first degree students	N/A	9250
First degree	2017/18 and later years entry: Extended Programmes All Yrs	N/A	9250
First degree	2017/18 and later years entry: Integrated Masters yrs 1-3	N/A	9250
First degree	Integrated Masters yrs 4 (level 7) - MSci Chiropractic all years including level 7	N/A	9250
First degree	Integrated Masters yrs 4 (level 7) - enhanced tier	N/A	7365
First degree	Integrated Masters yrs 4 (level 7) - standard tier	N/A	6710
Foundation degree	2022/23 and later years entry	N/A	6150
Foundation year/Year 0	*	N/A	*
HNC/HND	2022/23 and later years entry	N/A	4500
CertHE/DipHE	2017/18 and later years entry	N/A	6150
CertHE/DipHE	Health Sciences only	N/A	9250
CertHE/DipHE	TU London Campus courses - CertHE/DipHE	N/A	9250
Postgraduate ITT	2022/23 and later years entry	N/A	9250
Accelerated degree	2019/20 and later years entry: All accelerated degree students	N/A	11100
Sandwich year	*	N/A	*
Erasmus and overseas study years	*	N/A	*
Turing Scheme and overseas study years	*	N/A	*
Other	*	N/A	*

Table 3b - Sub-contractual full-time course fee levels for 2024-25

Sub-contractual full-time course type:	Sub-contractual provider name and additional information:	Sub-contractual UKPRN:	Course fee:
First degree	East Durham College - 2017/18 and later years entry: All first degree students	10002111	9250
First degree	East Durham College - 2017/18 and later years entry: Extended Programmes All Yrs	10002111	9250
First degree	Hartlepool College of Further Education - 2022/23 and later years entry	10002917	9250
First degree	The Education Training Collective - 2017/18 and later years entry: All first degree students	10006341	9250
Foundation degree	Darlington College - 2017/18 and later years entry	10001850	6150
Foundation degree	Hartlepool College of Further Education - 2017/18 and later years entry	10002917	6150
Foundation degree	The Education Training Collective - 2017/18 and later years entry	10006341	6150
Foundation year/Year 0	*	*	*
HNC/HND	Darlington College - 2017/18 and later years entry	10001850	4500
HNC/HND	Hartlepool College of Further Education - 2017/18 and later years entry	10002917	4500
HNC/HND	The Education Training Collective - 2017/18 and later years entry	10006341	4500
CertHE/DipHE	The Education Training Collective - 2017/18 and later years entry	10006341	6150
Postgraduate ITT	Darlington College - 2017/18 and later years entry	10001850	6150
Postgraduate ITT	The Education Training Collective - 2017/18 and later years entry	10006341	6150
Accelerated degree	*	*	*
Sandwich year	*	*	*
Erasmus and overseas study years	*	*	*
Turing Scheme and overseas study years	*	*	*
Other	*	*	*

Table 4b - Part-time course fee levels for 2024-25 entrants

Part-time course type:	Additional information:	Sub-contractual UKPRN:	Course fee:
First degree	Any other On-line Learning degree courses	N/A	4500
First degree	BA (Hons) Business and Enterprise (On-Line Learning)	N/A	4620
First degree	BA (Hons) Childhood Studies (On-Line Learning)	N/A	4620
First degree	Integrated Masters: Level 7	N/A	4920
First degree	Integrated Masters: Levels 4 to 6	N/A	4500
First degree	MSci Chiropractic all years including level 7	N/A	4500
First degree	Main Campus	N/A	4500
Foundation degree	2022/23 and later years entry	N/A	3960
Foundation year/Year 0	*	N/A	*
HNC/HND	Distance Learning	N/A	3960
HNC/HND	Main Campus	N/A	4500
CertHE/DipHE	All other CertHE/DipHE courses	N/A	3960
CertHE/DipHE	Cert HE Health Sciences	N/A	4500
CertHE/DipHE	TU London Campus courses - CertHE/DipHE	N/A	4500
Postgraduate ITT	PGCE	N/A	4500
Accelerated degree	*	N/A	*
Sandwich year	*	N/A	*
Erasmus and overseas study years	*	N/A	*
Turing Scheme and overseas study years	*	N/A	*
Other	CertEd	N/A	3960
Other	UCPD (ODL)	N/A	1500
Other	University Certificate (Distance Learning Engineering)	N/A	990
Other	University Certificate (Main Campus)	N/A	3000
Other	University Certificate (Summer/Winter University Courses)	N/A	600

Table 4b - Sub-contractual part-time course fee levels for 2024-25

Sub-contractual part-time course type:	Sub-contractual provider name and additional information:	Sub-contractual UKPRN:	Course fee:
First degree	Darlington College - Darlington College	10001850	4500
First degree	East Durham College - East Durham College	10002111	4500
First degree	Hartlepool College of Further Education - Hartlepool College of Further Education	10002917	4500
First degree	The Education Training Collective - The Education Training Collective	10006341	4500
Foundation degree	Darlington College - 2017/18 and later years entry	10001850	3960
Foundation degree	Hartlepool College of Further Education - 2017/18 and later years entry	10002917	3960
Foundation degree	The Education Training Collective - 2017/18 and later years entry	10006341	3960
Foundation year/Year 0	*	*	*
HNC/HND	Darlington College - Darlington College	10001850	4500
HNC/HND	Hartlepool College of Further Education - Hartlepool College of Further Education	10002917	4500
HNC/HND	The Education Training Collective - The Education Training Collective	10006341	4500
CertHE/DipHE	Primary Care Training Centre Limited - Bradford Primary Care Training Centre	10016388	4500
Postgraduate ITT	Darlington College - PGCE	10001850	3960
Postgraduate ITT	Hartlepool College of Further Education - PGCE	10002917	3960
Postgraduate ITT	The Education Training Collective - PGCE	10006341	3960
Accelerated degree	*	*	*
Sandwich year	*	*	*
Erasmus and overseas study years	*	*	*
Turing Scheme and overseas study years	*	*	*
Other	Circle Health Group Limited - University Certificate (BMI Healthcare)	10061599	1500
Other	Darlington College - CertEd	10001850	3960
Other	Hartlepool College of Further Education - CertEd	10002917	3960
Other	Primary Care Training Centre Limited - University Certificate (Bradford Primary Care)	10016388	2250
Other	The Chief Constable of Durham - University Certificate (Durham Constabulary)	10063355	750
Other	The Education Training Collective - CertEd	10006341	3960
Other	Tuv Sud Limited - University Certificate (TUV SUD Ltd)	10056765	1125

Fees, investments and targets

2024-25 to 2027-28

Provider name: Teesside University

Provider UKPRN: 10007161

Investment summary

A provider is expected to submit information about its forecasted investment to achieve the objectives of its access and participation plan in respect of the following areas: access, financial support and research and evaluation. Note that this does not necessarily represent the total amount spent by a provider in these areas. Table 6b provides a summary of the forecasted investment, across the four academic years covered by the plan, and Table 6d gives a more detailed breakdown.

Notes about the data:

The figures below are not comparable to previous access and participation plans or access agreements as data published in previous years does not reflect latest provider projections on student numbers.

Yellow shading indicates data that was calculated rather than input directly by the provider.

In Table 6d (under 'Breakdown'):

Total access investment funded from HFI refers to income from charging fees above the basic fee limit.

Total access investment from other funding (as specified) refers to other funding, including OIS funding (but excluding Uni Connect), other public funding and funding from other sources such as philanthropic giving and private sector sources and/or partners.

Table 6b - Investment summary

Access and participation plan investment summary (£)	Breakdown	2024-25	2025-26	2026-27	2027-28
Access activity investment (£)	NA	£2,821,000	£2,877,000	£2,935,000	£2,994,000
Financial support (£)	NA	£686,000	£695,000	£703,000	£709,000
Research and evaluation (£)	NA	£169,000	£174,000	£179,000	£185,000

Table 6d - Investment estimates

Investment estimate (to the nearest £1,000)	Breakdown	2024-25	2025-26	2026-27	2027-28
Access activity investment	Pre-16 access activities (£)	£349,000	£354,000	£359,000	£364,000
Access activity investment	Post-16 access activities (£)	£2,472,000	£2,523,000	£2,576,000	£2,630,000
Access activity investment	Other access activities (£)	£0	£0	£0	£0
Access activity investment	Total access investment (£)	£2,821,000	£2,877,000	£2,935,000	£2,994,000
Access activity investment	<i>Total access investment (as % of HFI)</i>	12.8%	12.6%	12.6%	12.7%
Access activity investment	<i>Total access investment funded from HFI (£)</i>	£1,397,000	£1,424,000	£1,453,000	£1,482,000
Access activity investment	<i>Total access investment from other funding (as specified) (£)</i>	£1,424,000	£1,453,000	£1,482,000	£1,512,000
Financial support investment	Bursaries and scholarships (£)	£561,000	£570,000	£578,000	£584,000
Financial support investment	Fee waivers (£)	£0	£0	£0	£0
Financial support investment	Hardship funds (£)	£125,000	£125,000	£125,000	£125,000
Financial support investment	Total financial support investment (£)	£686,000	£695,000	£703,000	£709,000
Financial support investment	<i>Total financial support investment (as % of HFI)</i>	3.1%	3.1%	3.0%	3.0%
Research and evaluation investment	Research and evaluation investment (£)	£169,000	£174,000	£179,000	£185,000
Research and evaluation investment	<i>Research and evaluation investment (as % of HFI)</i>	0.8%	0.8%	0.8%	0.8%

Fees, investments and targets

2024-25 to 2027-28

Provider name: Teesside University

Provider UKPRN: 10007161

Targets

Table 5b: Access and/or raising attainment targets

Aim [500 characters maximum]	Reference number	Lifecycle stage	Characteristic	Target group	Comparator group	Description and commentary [500 characters maximum]	Is this target collaborative?	Data source	Baseline year	Units	Baseline data	2024-25 milestone	2025-26 milestone	2026-27 milestone	2027-28 milestone
To increase the percentage of ABMO students in the TU student population	PTA_1	Access	Ethnicity	Other (please specify in description)		The percentage increase in Full-time Asian, Black, Mixed, Other students in the TU population	No	The access and participation dataset	2021-22	Percentage	12.1	12.6	13.1	13.6	14.1
To increase the percentage of participants utilising technology in the classroom following attendance at TU led digital upskilling programme.	PTA_2	Raising attainment	Other	Other (please specify in description)		The percentage of participants reporting increased utilisation of technology in the classroom Data Source - TASO Raising attainment through school governance and teacher training This is a new intervention and therefore no baseline year or data available	Yes	Other data source (please include details in commentary)	Other (please include details in commentary)	Percentage	0	75	80	85	90
	PTA_3														
	PTA_4														
	PTA_5														
	PTA_6														
	PTA_7														
	PTA_8														
	PTA_9														
	PTA_10														
	PTA_11														
	PTA_12														

Table 5d: Success targets

Aim (500 characters maximum)	Reference number	Lifecycle stage	Characteristic	Target group	Comparator group	Description and commentary [500 characters maximum]	Is this target collaborative?	Data source	Baseline year	Units	Baseline data	2024-25 milestone	2025-26 milestone	2026-27 milestone	2027-28 milestone
To remove the continuation gap for students with diagnosed mental health conditions compared to students with no known disability	PTS_1	Continuation	Reported disability	Mental health condition	No disability reported	The full-time continuation gap between students with mental health conditions and those with no known disability	No	The access and participation dataset	2020-21	Percentage	4.5	3.8	2.8	1.4	0.0
To remove the completion gap for students with diagnosed mental health conditions compared to students with no known disability	PTS_2	Completion	Reported disability	Mental health condition	No disability reported	The full-time completion gap between students with mental health conditions and those with no known disability	No	The access and participation dataset	2017-18	Percentage	6.9	5.9	4.4	2.4	0.0
To remove the attainment gap for students with diagnosed mental health conditions compared to students with no known disability	PTS_3	Attainment	Reported disability	Mental health condition	No disability reported	The full-time attainment gap between students with mental health conditions and those with no known disability	No	The access and participation dataset	2021-22	Percentage	2.7	2.3	1.7	1.0	0.0
To significantly reduce the continuation gap for students with social and communication disabilities when compared to students with no known disability	PTS_4	Continuation	Reported disability	Social of communication impairment	No disability reported	The full-time continuation gap between students with social and communication conditions and those with no known disability	No	The access and participation dataset	2020-21	Percentage	10.8	9.8	8.3	6.3	3.8
To reduce the attainment gap for students with cognitive and learning disabilities when compared to students with no known disability	PTS_5	Attainment	Reported disability	Cognitive or learning disabilities	No disability reported	The full-time attainment gap between students with cognitive and learning disabilities and those with no known disability	No	The access and participation dataset	2021-22	Percentage	9.0	7.5	5.2	2.7	0.0
	PTS_6														
	PTS_7														
	PTS_8														
	PTS_9														
	PTS_10														
	PTS_11														
	PTS_12														

Table 5e: Progression targets

