Newman University

Access and Participation Plan

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NS-SEC Classes 4-7

We have consistently performed better than both the sector average and the location-adjusted benchmarks for the recruitment of students from National Statistics Socio-

Care Leavers

The number of care leavers at the University has been an average of 4 a year over the last 5 years. Due to this low number it is not possible to provide statistically robust annual performance data. Over the last 5 years the overall retention rate has been lower than the general student population, and degree classifications similar to the general student population

Positive Outcomes for All

Many of our students have complex life circumstances which can impinge on their capacity to study, either in the shorter or longer term. The University develops Individual Learning Plans (ILPs) to support students facing shorter-term difficulties and Reasonable Adjustment Plans (RAPs) for those with longer term needs. In 2015/16, 129 students (approximately 5% of the total student body) had ILPs while 120 students (likewise, approximately 5% of the student body) had RAPs.

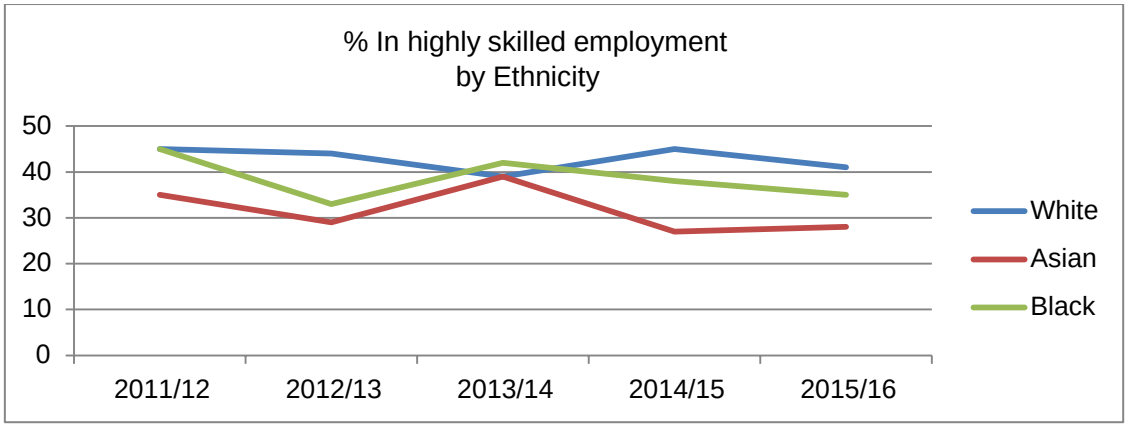
The University consistently outperforms its benchmark for widening participation. In particular, the University has large numbers of students who are first generation in HE and significant numbers from the two lowest Participation of Local Areas (POLAR) quintiles. The participation of local areas (POLAR) classification groups areas across the UK based on the proportion of the young population that participates in higher education (HE). Internal analysis of student outcomes shows that in ITE there were higher retention rates for students with parents in the lower NS-SEC groups 4-7 than those in the higher NS-SEC groups 1-3. For other degrees there is no significant difference in student retention relative to these socio-economic groupings.

Progression

In 2015/16 the percentage of all Newman students who were in employment or further study, having obtained a first degree from full-time study, was 91.3% against a benchmark of 93.5%. The following analysis details the outcomes of some specific widening participation groups with focus on highly skilled employment.

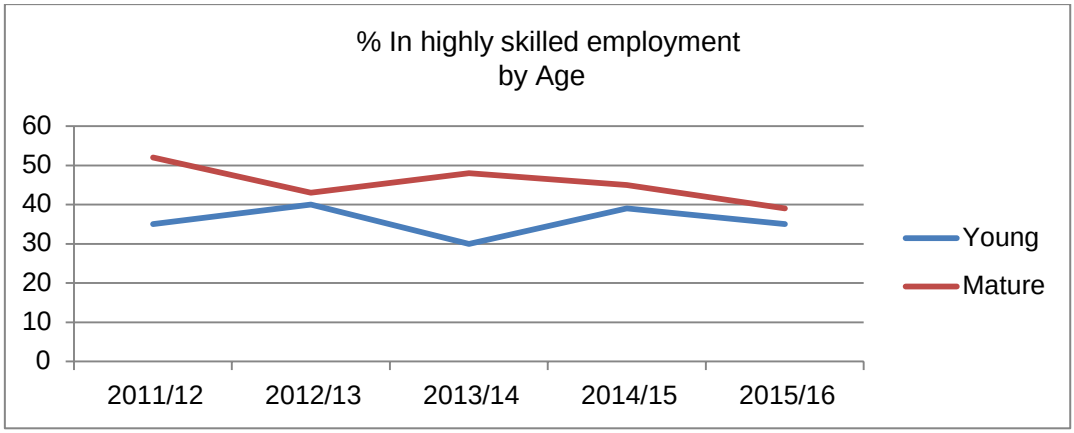
Performance of Students of Different Ethnicity

The relatively small proportion of Black and Asian mean that the figures are disproportionally affected by cohort differences. In 2013/14 Black and Asian students performed as well or better than White students in gaining highly skilled employment. This was not repeated the following year when the gap between White and Asian students was at its greatest. The trend since then shows the gap narrowing between the three groups.



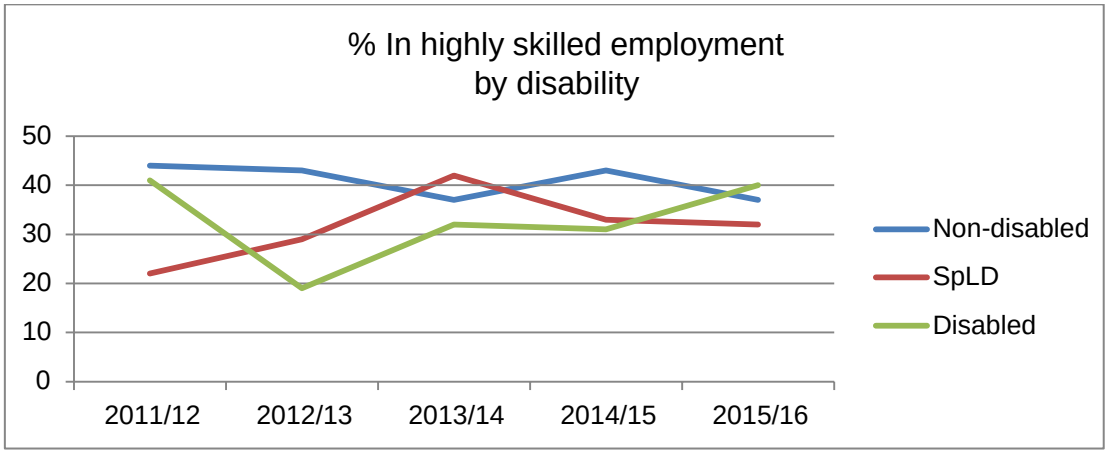
Performance of Mature Students

The data shows that Mature students out-perform young students in gaining highly skilled employment post-study, however the trend for Mature students has fallen over the last 5 years where that for Young students has remained fairly steady.



Performance of Disabled Students

The relatively small proportion of Disabled students means that the figures are disproportionally affected by cohort differences. The data indicated that following a sharp fall in the percentage of Disabled students in highly skilled employment the figure has been rising significantly in subsequent years, and Disabled students out-performed Non-disabled students in the most recent data. Students with a specific learning difficulty outperformed all other students in 2013/14 and following a fall in the following year their performance has levelled out.



3. Ambition and Strategy

The University is developing an infrastructure to more effectively embed inclusive practice within the curriculum and assessment, and the physical estate. Support for under-represented and disadvantaged students is embedded within processes and systems at the University. We undertake measures to improve the attainment rates and outcomes for all our students. As detailed elsewhere in this Agreement, we work with students before the start of their time at Newman, with pre-entry transition programmes, using appropriate academic and non-academic processes through their time as a student, including extra-curricular activities, and ending with a supportive careers and alumni service.

The University aspires to provide a holistic learning environment for all its students in which each individual can fulfil their potential. This begins with providing a welcoming and supportive attitude to prospective students and ensuring that the needs of the individual are met throughout their time at University and into employment.

As part of our Access and Participation Plan we will specifically aim to:

1. Support students from areas of low participation to access higher education.
2. Ensure that students from low participation groups are supported to better equip them to continue in higher education and succeed.
3. Support disabled and black and minority ethnic students to achieve a successful outcome.

<u>Access for Students from Low Participation Groups</u>

We will continue to target students living in areas of low participation, low household income or lower socio-economic status to ensure that we support access to higher education from those sections of the community where this is not considered the norm. We believe that by carefully focusing our outreach work it will be possible to engage both pupils and parents from an early age and normalise the concept of university to non-typical potential applicants. By offering support to pupils in secondary schools we help give them the confidence to apply to university. We have a history of supporting these students and in the past have exceeded benchmarks for access; however, we believe that if this is to continue we must further refine our strategies and work closely with schools in low participation areas both to raise attainment and to encourage in students an aspirational approach to taking forward their learning. To support their transition to higher education, we will offer a pre-enrolment programme.

<u>Support for Students from Low Participation Groups</u>

Newman University is committed to providing opportunities for flexible learning in ways which support our values and vision of formative education. We will develop flexible pedagogies and will seek to encourage flexible learning for our students to support them to learn in ways which build together with their other life experiences. We will therefore provide flexible learning opportunities which are designed to enable students to have greater control to allow them to manage their learning around other commitments (such as employment and family), encourage them to blend formal and informal learning experiences and allow them access to learning opportunities on and off site.

7 K H µ 5 H D GprKject delivered by Newman has been introduced to support socially excluded young people age 13-19 by making them aware of HE opportunities. The programme is delivered outside of a school setting by youth and community work students and practitioners, encouraging participation in NCOP events and activities.

Evaluation and Continuous Improvement

We monitor and evaluate student performance relating to protected characteristics at a number of committees including the Learning, Teaching and Assessment Committee and the Equality and Diversity Committee, as well as at Senate. The Students' Union has sabbatical officer membership of all of these committees. Evaluation enables the University to build on measures where progress is being made whilst reviewing and amending any interventions where less progress has been shown. This will include reviewing previous years' data so that trends can be identified. In addition we will continue to evaluate internal and external student feedback as these may provide an early indication of issues of concern to students and enable the University to act upon the results if required. Recent evaluations have included the HEADstart programmes and Academic Support Advisors.

We are part of the Aimhigher West Midlands NCOP network and group undertakes comprehensive evaluation of the impact of its interventions, with reference to control and experimental groups.

During 2017/18 the University has been piloting new methods of enhancing student engagement through peer mentoring in order to improve retention. An evaluation of the three pilots is being undertaken and preliminary outcomes have been disseminated internally to influence practice, and final evaluations will be shared internally and externally, and wider implementation will be undertaken during 2018/19. A student attendance tracking system is being piloted in 2018/19, and following evaluation it is intended to roll this out to undergraduate students in 2019/20.

The University will be evaluating its financial support offering to ensure that resources are directed to support student success. Sector wide research indicates that bursary support has limited impact in relation to student recruitment and retention. The University intends to further review available sector research during 2018 with a view to repurposing resources to other activities that promote student success, including those outlined about relating to peer mentoring and attendance engagement.

4. Access, Student Success and Progression Measures

Newman is proudly a widening participation institution with a large proportion of students from underrepresented groups and our practice is to make services available to all students. This is on the basis all students, including those who would be classified as underrepresented, are likely to benefit from additional services and facilities, much of which is embedded within the curriculum.

Pre-application Outreach

Information, advice and guidance to students across years 9-13 continue to receive significant investment from Newman through targeting our outreach work by working in close partnership with selected schools and colleges. This work is supported by the use of a database of schools and colleges which identifies areas of low engagement with HEIs.

The core mission of the University is to create newly qualified teachers in order to improve school performance and student outcomes.

The University has introduced a foundation year programme aimed at supporting students who, after interview, are assessed as having the potential to succeed on a degree programme but who need the foundation year to develop their academic skills.

On-course Support

Newman continues to invest in Academic Support Advisers (ASAs). They are available to assist students with pastoral or personal concerns that are affecting their studies. They can also help with non-subject specific academic support such as time management planning, drafting a study action plan or making sense of feedback. Students frequently agree that ASAs were supportive in deali(stu70-2(S)4(iv)-0 -1.ait)-J ETh ar3o he

teaching practice and support students. Following previous investigations into

Agreement. Newman is, for example, in the process of reviewing the impact of its financial support to students in consultation with staff and students with a view to informing its ongoing institutional policy in this area.

Working with Students

university] will be capable of searching for ways to make university education accessible to all those who are able to benefit from it, especially « members of minority groups who customarily have been deprived of it."

This mission is at the heart of what we are and what we do and we will continue to strive to improve outcomes for disadvantaged and under-represented students from pre-application stage through to degree completion and employment. It is our aim to provide a formative student experience which instills a sense of vocation and increases motivation, thus impacting positively on retention and success.

* course type not listed.

Full-time and part-time course fee levels for 2019-20 entrants.		
Please enter inflationary statement in the free text box below.		
The University will review tuition fees and increase fees in line with any inflationary uplift as determined by the UK Government, if permitted by law or government policy, in subsquent years of a course. It is anticipated that such increases would be linked to RPI (the Retail Price Index excluding mortgage interest payments).		
Full-time course type:	Additional information:	Course fee:
First degree		£9,250
Foundation degree		£9,250
Foundation year / Year 0		*
HNC / HND		*
CertHE / DipHE		*
Postgraduate ITT		£9,250
Accelerated degree		*
Sandwich year		*
Erasmus and overseas study years		*
Other		*
Franchise full-time course type:	Additional information:	Course fee:
First degree		*
Foundation degree		*
Foundation year / Year 0		*
HNC / HND		*
CertHE / DipHE		*
Postgraduate ITT		*
Accelerated degree		*
Sandwich year		*
Erasmus and overseas study years		*
Other		*
Part-time course type:	Additional information:	Course fee:
First degree		£6,935
Foundation degree		£6,935
Foundation year / Year 0		*
HNC / HND		*
CertHE / DipHE		*
Postgraduate ITT		*
Accelerated degree		*
Sandwich year		*
Erasmus and overseas study years		*
Other		*

Table 8a - Statistical targets and milestones relating to your applicants, entrants or student body													
Reference number	Stage of the lifecycle (drop-down menu)	Main target type (drop											

T16a_03	Student success	Multiple	HESA T3a - No longer in HE after 1 year (Young, full-time, first degree entrants)	.	No	Other (please give details in Description column)	9.8	8%	8%	8%	8%	8	Baseline - 3 year average. To improve trend towards benchmark
T16a_04	Student success	Multiple	HESA T3a - No longer in HE after 1 year (Mature, full-time, first degree entrants)	.	No	Other (please give details in Description column)	11.9%	8%	8%	8%	8%	8	Baseline - 3 year average. To achieve benchmark and maintain position
T16a_05	Student success	Disabled	Other statistic - Disabled (please give details in the next column)	Aim to retain students with Dyslexia who regularly engage with support sessions	No	2016-17	70%	74%	75%	75%	75%	75	We aspire to increase the percentage of students with dyslexia who complete their course.
T16a_06	Progression	Ethnicity	Other statistic - Progression to employment or further study (please give details in the next column)	Aim to reduce the % between black and white students in highly skilled employment	No	2014-15	7%	6	6	5	5	4	