

Progression to employment or further study

The gap between full-time white students compared with students of all ethnicities except white has shown a consistent increase over the last four years and is now 13%. This is not a statistically significant increase and the confidence interval on this figure runs from +35% to -9% however we would still make this an area for enhancement in this plan. More detailed analysis shows that 13% more white students progress to employment or further study than do Asian students; this gap reduces to 12% between students of all ethnicities except Asian and Asian. In both cases the current trend is downwards showing that the gap is closing. The gap in progression between white and black students was 15% in 2015-16 and rising; the corresponding gap between students of all ethnicities except black and black students is currently 10% and has remained at this value for the past three years.

1.3 Mature students

Access

Again the picture for access for this group is good at Newman; the proportion of both full-time and part-time mature students is rising. In the case of full-time students the proportion has risen by 8% at Newman since 2013-14 and is now 34%. For part-time students the corresponding increase at Newman is 11% to 91%, which is 3.6% higher than the sector.

Success : Non-continuation

For full-time students the gap in continuation between young and mature students has remained constant at 9% for the last two years, following a fall of 4% between 2014-15 and 2015-16. For part-time mature students the gap has remained constant at 20% for the last three years. This again raises continuation, particularly for part-time students, as a focus for attention in this Plan. This will help us to address Key Performance Measure 3 related to the gap in continuation between most and least represented groups.

Success: Attainment

Attainment for mature student(or)5(7 Tm ()-42e W* n BT /F4 10.56 Tf 1 0 0 1 467.02 514.75 Tm 0 g 0 G [(-)] T

Little data is available on the continuation gap between students with no known disability and those declaring various types of disability. However, we are pleased to note that we have closed the gap between students with no known disability and those with cognitive or learning difficulties. The gap between students with no known disability and a mental health condition was 15% in 2015-16, but further data is needed to assess the significance of this.

Success: Attainment

The attainment gap between students not known to be disabled compared to those who are disabled has shown a consistent fall (11% for full-time students between 2013-14 and 2017-18) and has been negative for the last four years. It is currently -9%. This indicates that 9% more of our disabled students achieve a first or upper second class degree than do non-disabled students at Newman University. This demonstrates that Newman University already meets Key Performance Measure 5 to address the gap in degree outcomes (1sts and 2:1s) between disabled students and non-disabled students.

The difference between the progression rate of males in POLAR4 quintiles 3, 4 or 5 and females in quintiles 1 or 2 has fallen by 25% since 2014 -15. It is now negative (-10%). This indicates that more female students from lower participation neighbourhoods progress to employment or further study than do male students from higher participation areas.

1.7 Other groups who experience barriers

Student success as measured by continuation will need to be the key focus of our plans for the coming five-year period. We intend to improve our overall continuation rates and to address gaps in continuation rates for key target groups . These include:

Our targets over the long term are to ensure positive and equitable outcomes for all students across our diverse population. In the first five years we intend to enhance our already strong access work; first halt and then reverse some current downward trends in continuation rates for all students, as well as specific under-represented groups; make significant progress in closing the Black awarding gap; and ensure lessons are learned from our successful work with some under-represented groups in terms of

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community and inclusivity:

Newman University is committed to building and supporting a diverse and inclusive community.

that 5% more students who have completed the programme continue in their studies and attain at a higher rate. Our Welcome Week for those who choose not undertake HEADs is now undergoing review and development to include elements of HEADs alongside a greater focus on subject led induction activity. This will give students early opportunities to engage with teaching staff and form cohort identity. In the early stages of this Plan, pilot subject areas will deliver an enhanced induction offer. While, by the mid-stage of the Plan, all subject areas will deliver an enhanced induction offer for all new Level 4, 6 and 7 students.

Personal Development Planning [PDP] . Student Support Services routinely survey all new students as to their development needs through the use of an online survey, this allows students to identify aspects of university life that they may find challenging or need support with and signposts them to sources of assistance. This enables the team to focus delivery of services according to need. Renewed emphasis will be placed on students making full use of the PDP as the profile of the document is raised during Welcome Week and processes for responding to students will be strengthened.

Academic skills development within the curriculum . Through programme revalidation we ensure that every course has a study skills provision embedded within the first semester of the first year. This provision is key to the students understanding how to make use of the full range of academic skills development support across the institution, exposing students to a range of sessions often delivered by members of the Learning Development and Library teams. In the early stages of this Plan we will provide an enhanced academic skills development offer for Level 7.

Personal tutoring . In January 2019 the Vice Chancellor and Student Union President signed a ten point charter that confirmed the provision of personal tutoring for all students as an institutional priority. Running alongside a piloted roll -out of data analytics to capture the picture of

- x Library Services . Our Library encourages teaching staff to define an explicit reading strategy for their programmes, thinking about not just what students can read but what information literacy skills they will need and how they will access the material. Information skills workshops are offered and embedded at request into taught programmes. Loanable lap-tops are provided to students and student-bookable study pods and booths are provided for individual and group study. Library support is advertised pro-actively through social media, newsletters and email to engage students with the breadth of provision.
- x Student Engagement and Success Co-ordination . We are appointing a Senior Lecturer in Student Engagement who will develop strategic oversight of all engagement initiatives throughout the student life cycle including induction, transition, student voice and student partnership working, and monitoring of withdrawals.

barriers to their engagement and continuation. I t has provided regular reports , insights and recommendations into the University committee structure f or further action .
BAME Panel . 1 H Z P D Q 6 W X G H Q I V S T P Q BAME Panel to function in

Mental Health Advisor . We have initiated a professional network of mental health advisers in Birmingham HEIs in order to share best practice, but also to help influence cross-city Mental Health

enhancement interventions as part of the monitoring and evaluation of this Plan and also seeking to learn from advancing practice in the wider sector as all HEIs work to close this gap.

Progression to work or further study

Progression to work and further study for under-represented groups at Newman is good, though we do need to expand the current strong performance for some groups to all groups. The actions outlined here will therefore require particular monitoring to assess impact in spreading effective practice and ensuring good progression for all students.

project teams, students are therefore integral to the identification, implementation and evaluation of these situated interventions.

This activity, in line with the learning community approach adopted across this plan, is shaped by the six principles of our, Paulo Freire inspired, [pedagogy of partnership](#). The first principle emphasises the importance of shared hope, coming together informed by our values and intent that we can improve our understanding, actions and practices. Co-investigation and shared reflection on current practices, with the intention of challenging assumptions and surfacing issues, is informed by a need to ensure we engage in respectful dialogue and hear under-represented voices in our community. From this open, inclusive conversation we are constantly establishing and refreshing a shared vision of how our learning community can grow and flourish. Within that we then encourage the co-construction of solutions aimed at better ways of being and commit to an on-going process of transformation ([Peters and Mathias, 2018](#)).

We have Students' Union representation on all University committees and task groups involved in the development, implementation, evaluation and monitoring of this Plan. Their active engagement makes an important contribution to practices and proposals to support the success of under-represented and disadvantaged students. Students' Union promotion of student-staff partnership working across the

Newman University Access and Participation Plan (Theory of Change) (After Rogers, 2014)

Activities (inputs)



Short-term changes



Medium-term changes



Longterm changes

Our Plan will close the gaps identified through activities which:

Context assumptions for the Theory of Change

- x That this is about culture change and collective transformative learning to move from acceptance of inequalities as structurally inevitable to a culture that sees
- x That signalling the import

Evaluation design

Culture change is challenging, often slow and uneven and consequently notoriously difficult to evaluate. To address this, our evaluation design is informed by our *theory of change* model and the various measures this suggests. We have used the OfS evaluation self-evaluation assessment tool in outline for the development of our evaluation design and we are committed to completing the full tool,

*course type not listed

Inflationary statement:

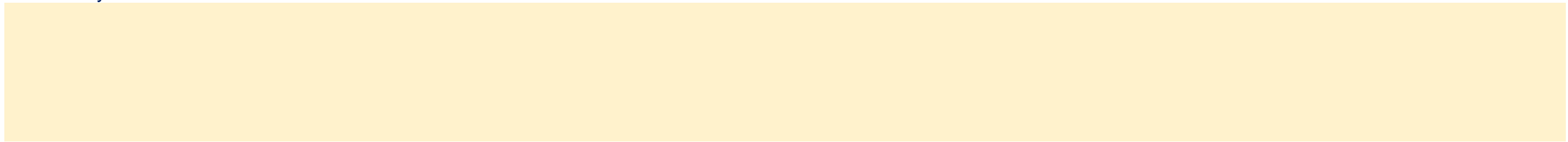
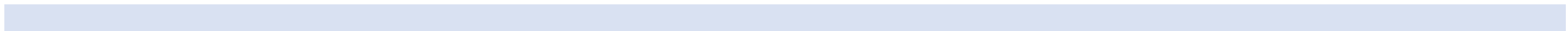


Table 4a - Full-time course fee levels for 2020-21 entrants

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	*	*



Targets and investment plan 2020-21 to 2024-25

Provider name: Newman University

Provider UKPRN: 10007832

Investment summary

The OfS requires providers to report on their planned investment in access, financial support and research and evaluation in their access and participation plan. The OfS does not require provider investment in student success and progression in the access and participation plans and therefore investment in these areas is not recorded here.

Note about the data:

The investment forecasts below in access, financial support and research and evaluation does not represent not the total amount spent by providers in these areas. It is the additional amount that committed following the introduction of variable fees in 2006-07. The OfS does not require providers to report on investment in success and progression and therefore investment in these areas is represented.

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 r

Table 4a - Investment summary (£)

Access and participation plan investment summary (£)	Academic year				
	2020-21	2021-22	2022-23	2023-24	2024-25
Total access activity investment (£)	£220,000.00	£220,000.00	£220,000.00	£220,000.00	£220,000.00
Access (pre-16)	£0.00	£0.00	£0.00	£0.00	£0.00
Access (post-16)	£220,000.00	£220,000.00	£220,000.00	£220,000.00	£220,000.00
Access (adults and the community)	£0.00	£0.00	£0.00	£0.00	£0.00
Access (other)	£0.00	£0.00	£0.00	£0.00	£0.00
Financial support (£)	£107,000.00	£107,000.00	£107,000.00	£107,000.00	£107,000.00
Research and evaluation (£)	£51,000.00	£51,000.00	£51,000.00	£51,000.00	£51,000.00

Table 4b - Investment summary (HF1%)

Access and participation plan investment summary (%HF1)	Academic year				
	2020-21	2021-22	2022-23	2023-24	2024-25
Higher fee income (£HF1)	£5,861,500.00	£5,861,500.00	£5,861,500.00	£5,861,500.00	£5,861,500.00
Access investment	1.2%	1.2%	1.2%	1.2%	1.2%
Financial support	1.4%	1.4%	1.4%	1.4%	1.4%
Research and evaluation	0.4%	0.4%	0.4%	0.4%	0.4%
Total investment (as %HF1)	3.0%	3.0%	3.0%	3.0%	3.0%

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Table 2a - Access

2020-21 2021-22 2022-23 2023-24 2024-25

PTA_4
PTA_5
PTA_6
PTA_7
PTA_8

Table 2b - Success

2020-21 2021-22 2022-23 2023-24 2024-25

To reduce the non-continuation
gap for students from
underrepresented groups

PTS_1

Low Participation
Neighbourhood (LPN)