

Newman University

Access and participation plan

2020 -21 to 2024 -25

1HZPDQ 8QLYHUVLW\ LV FRPPLWWHG WR D 0LVVLRQ Reducation YLFH LQV accessible to the poor or members of minority groups who customarily have been GHSULYHG RI LW↑ (Newman University Strategic Plan[SP] 2014-2020 p. 7). We fully support the OfS in its DPELWLRQ μWR

For both full-time and part-time students the proportion of entrants from deprivation quintile 1 is considerably higher than that in the sector (by 30.4% for full-time and by 16.6% for part-time in 2017-18) and has been so across the full range of dates considered. This is a striking, dwarfing representation of other quintiles in our student population and operating in stark contrast to the general HE sector. This clearly delivers on our mission of providing HE for social mobility for deprived groups though it raises challenges for continuation, success and progression because of the limited social capital, more precarious finances and additional hurdles faced by this group of students.

Consequently, we believe that Newman University already meets the Key Performance Measure 1 and 2 related to the participation of most and least represented groups.

Success : Non-continuation

The gap between POLAR4 quintiles 3, 4 or 5 and 1 or 2 for full-time students has remained constant at 4% and is above the sector average by 1.3%. This indicates that more students from higher participation areas continue than do those from lower participation areas.

The continuation rate for deprivation quintiles 1 and 2 for part-time students has been constant in the last 2 years. It indicates that 3% fewer students from these quintiles continue with their studies than do those from deprivation quintiles 3, 4 and 5. These figures suggest continuation generally, and closing the continuation gap for these students, needs to be a focus for enhancement action 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 under-represented socio-

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 students at Newman is excellent. The difference between young and mature students is consistently below the sector value. It is currently -3% at Newman compared to 10.3% in the sector. This indicates that 3% more of our mature students gain a 1st or 2:1 than do our young students.

Progression to employment or further study

In 2016-17, 66% of full-time mature students progressed to employment or further study. This represents a 6% increase on the previous year. The gap between mature and young students is 5%. For part-time mature students the progression rate was 57%, a fall from 64% the previous year.

1.4 Disabled students

Access

The proportion of full-time disabled students at Newman University continues to be above the national average, at 15%. The proportion of part-time disabled students increased sharply in 2017-18 and is now 19%.

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

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 low

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:

- x Eliminating the continuation gap between full-time students in POLAR4 quintiles 3, 4 or 5 and 1 or 2.
- x Arresting the decline of the continuation rate for part-time students in deprivation quintiles 1 or 2 and closing the continuation gap.
- x Increasing the continuation rate of full-time disabled students to close the continuation gap.
- x Arresting the decline in the continuation rate of part-time disabled students and closing the continuation gap.
- x Arresting the decline in the continuation rate of full-time male students in POLAR4 quintiles 1 or 2 and closing the continuation gap.
- x Eliminating the continuation gap between full-time students from all ethnicities except white in POLAR4 quintiles 1 or 2 and 3, 4 or 5.

In terms of the attainment of students from under-represented groups upon completion, student success at Newman is strong - with many target groups out-performing the general population. The clear exception is around ethnicity and Black student attainment, which, though in line with national figures, clearly needs addressing as part of national efforts to close the Black student awarding gap.

Student progression to employment and further study from Newman University for under-represented groups is generally good. However a few areas identified by the assessment of performance will benefit from ongoing monitoring to assess the impact of general measures to enhance overall progression to employment and further study and to expand the current strong performance for some groups to all groups:

- x The gap between full-time white students compared with all ethnicities except white in progression to employment or further study.
- x The gap between full-time students from deprivation quintiles 3, 4 or 5 and white compared with quintiles 1 or 2 and all ethnicities except white for progression to employment or further study.
- x The progression rate of mature students should be addressed, including a particular emphasis on part-time students.

Overall, then, our targets across the student



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community and inclusivity:



the targets set in this Plan. A wide range of provision, projects and targeted interventions are already underway or proposed below as the basis for delivering on our ambitious Access and Participation Plan.

Access

Newman University has traditionally made an important contribution to meeting the access targets for the Higher Education sector, serving a sector of the wider population often overlooked by other providers. We intend to build on existing work in this area to enhance already strong performance, through a range of initiatives:

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.

- x Personal Development Planning [PDP] .

barriers to their engagement and continuation. I t has provided regular reports , insights and recommendations into the University commit

- x 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 Commissioners to target their limited resources to the student population in a more joined -up, informed approach.
- x Mental Health First Aiders . We have a network of trained mental health first aiders drawn from academic and professional support staff across the University. We are currently investigating the extension of this service to include MHFA training to First Aiders in order to extend its availability.
- x Counselling Service . We have a dedicated counselling service and recently offered trainee placements to neighbouring professional counselling training providers in order to extend the number of available sessions we offer students though the summer months . We also offer evening sessions to students using associate counsellors.
- x

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. They collectively contribute to a University culture that expects and enables all students to actively contribute to the common good and, in the process, develop their employability.

- x Embedded Work Placement . All undergraduate programmes include a mandatory work placement module in the second year, with preparatory support work in the final semester of the first year. Our dedicated senior lecturer in work related learning supports placements and provides further support to programme teams on embedding employability in their programmes.
- x Volunteering . All students are given the opportunity to take part in a variety of volunteering opportunities and many chose to do so, either through the University or within their own communities.

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 institution helps deliver our ethos of all members of the community working together for the common good. The Students' Union Teaching Excellence Awards, which take place every year, provide the opportunity for students to draw attention to, and celebrate, effective practice they see across the University. A new Student Charter has been developed in 2018/19, signed by the Vice Chancellor and President of the Students' Union. It clarifies the expectations students can have of the University in terms of support and involvement as well as the obligations students have in relation to attendance and engagement.

Many of the initiatives presented in this Plan were developed as a result of working with Newman Students' Union. These ideas often come from the student voice. The SU produces a Student Voice Report annually which is discussed at Learning, Teaching and Academic Quality Committee, Student Experience Committee and relevant task group meetings. Interim reports provide up-to-date on actions to address student raised issues and a final end-of-year report draws together progress on each recommendation. The Students' Union Representation Officer has strengthened the course representative system in 2018/19 with enhanced training and the further development of our Student Academic Reps [StAR] system of experienced senior departmental representatives. These ensure greater engagement and feedback in programmes, departments and support areas.

Our investment in student-staff partnership working has developed, since its initial introduction in 2014, to establish an ethos of working together to undertake enhancement activity and address student concerns. There has now been a partnership project in every subject area of the University and many more than that in most subjects. Our pedagogy of partnership values the lived experience of our students, the contribution they make to our learning and the sense of affiliation and belonging this engenders. Funded student partnership projects provide students with a greater sense of belonging to, and even ownership of, the University. Students have the chance to target developments they want to

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:

FR Q Y H U V D W L R I N G A N D T E A C H I N G C O N F E R E N C E
Evidence discussion using open space technology that colleagues felt it promoted a sense of community and shared purpose.

We expect to add to this evidence base as the work outlined in this Plan is implemented and to use this evidence base to hone our practices. So, for example, we will draw together the results of student-staff partnership and targeted institutional research into the experiences of under-represented groups to help us define the call for proposals for projects the following year. We expect this annual iteration to continually shape the emphasis of our practice and interventions.

3.4 Monitoring progress against delivery of the plan

University Council will have oversight of the monitoring of this Plan through regular discussion of the action plan and associated RAG report. Monitoring of specific progress against the aims, objectives and targets of this Plan at the meta-level across the University will be undertaken primarily by the three student lifecycle Task Groups. Primary responsibility will fall to the Retention and Success Task Group with its focus on continuation, attainment and success. The Recruitment Task Group will monitor access data and the Employability Task Group will monitor progression. All three groups meet on a monthly basis and will have as a standing agenda item reports on the actions taken and measurements of their success, including up-to-date statistical analysis. Each will include an annual detailed report on the work undertaken and recommendations for any changes to action plans and implementation.

The impact of cross institutional projects and small-

curriculum. In order to pre-empt difficulties, students are reminded in any letter from Registry about the support the University offers and who to contact.

Development of Higher Technical Qualifications : by 2024/5 we undertake to have developed accredited higher technical qualifications in such subjects as Early Years Education and Business and Technology.

Development of short courses : Newman University already have a number of professional short courses in place, including the Catholic Certificate in Religious Studies and the introductory Certificate in Counselling. New courses will also be developed in nursing and allied health as part of the establishment and growth of our School of Nursing.

6. Appendix



Table 1a - Full-time course fee levels for 2021-22 students

Full-time course type:	Additional information:	Cohort:	Course fee:
First degree	*	Fee applies to entrants/all students	£9,250
Foundation degree	*	Fee applies to entrants/all students	£9,250
Foundation year/Year 0	*	*	*
HNC/HND	*	*	*
CertHE/DipHE	*	*	*
Postgraduate ITT	*	Fee applies to entrants/all students	£9,250
Accelerated degree	*	Fee applies to entrants/all students	£11,100
Sandwich year	*	*	*
Erasmus and overseas study years	*	*	*
Other	*	*	*

Table 1b - Sub-contractual full-time course fee levels for 2021-22 students

Sub-contractual full-time course type:	Additional information:	Cohort:	Course fee:
First degree	ForMission Ltd 10038763	Fee applies to entrants/all students	£9,250
Foundation degree	*	*	*
Foundation year/Year 0	*	*	*
HNC/HND	*	*	*
CertHE/DipHE	*	*	*
Postgraduate ITT	*	*	*
Accelerated degree	*	*	*
Sandwich year	*	*	*
Erasmus and overseas study years	*	*	*
Other	*	*	*

Table 1c - Part-time course fee levels for 2021-22 students

Part-time course type:	Additional information:	Cohort:	Course fee:

Part-time course type:	Additional information:	Cohort:	Course fee:

Inflationary statement:

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Provider name: Newman University

Provider UKPRN: 10007832

Table 4a - Access

Aim (500 characters maximum)	Reference number	Target group	Description (500 characters maximum)	Is this target collaborative?	Data source	Baseline year	Baseline data	2020-21 milestones	2021-22 milestones	2022-23 milestones	2023-24 milestones	2024-25 milestones	Commentary on milestones/targets (500 characters maximum)
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Table 4b - Success

Aim (500 characters maximum)	Reference number	Target group	Description (500 characters maximum)	Is this target collaborative?	Data source	Baseline year	Baseline data	2020-21 milestones	2021-22 milestones	2022-23 milestones	2023-24 milestones	2024-25 milestones	Commentary on milestones/targets (500 characters maximum)
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To reduce the non-continuation gap for students from underrepresented groups	PTS_1	Low Participation Neighbourhood (LPN)	Percentage difference in non-continuation rates between POLAR4 quintile 5 and quintile 1 students	No	The access and participation dataset	2016-17	5%	4%	3%	2%	1%	0%	We aim to eliminate this gap by 2024-25.
To reduce the attainment gap for students from underrepresented groups	PTS_2	Ethnicity	Percentage difference in degree attainment (1st and 2:1) between white and black students.	No	The access and participation dataset	2017-18	20%	19%	18%	16%	13%	10%	We aim to halve the current gap by 2024-25.
To improve the continuation rate of black students.	PTS_4	Ethnicity	Continuation gap between white and black students.	No	The access and participation dataset	2016-17	5%	4%	3%	2%	1%	0%	We are aiming to eliminate the continuation gap between white and black students.
To improve the continuation rate of students of mixed ethnicity.	PTS_5	Ethnicity	Continuation gap between white and mixed students.	No	The access and participation dataset	2016-17	8%	7%	6%	5%	4%	3%	We are aiming to reduce the gap between white and mixed ethnicity students by more than half.
To reduce the continuation gap by increasing the continuation rate of disabled students.	PTS_6	Disabled	Gap in continuation rate between full-time non-disabled and disabled students.	No	The access and participation dataset	2016-17	7%	7%	6%	5%	4%	3%	We are aiming to reduce the gap between full-time non-disabled and disabled students by more than half.
To reduce the continuation gap by increasing the continuation rate of mature students	PTS_7	Mature	Gap in continuation rate between full-time young and mature students.	No	The access and participation dataset	2016-17	9%	8%	7%	6%	5%	4%	We are aiming to more than halve the gap between full-time young and mature students.
To reduce the gap in attainment between Asian and white students	PTS_8	Ethnicity											