Newcastle University
Access and participation plan: 2020-21 to 2024-25

Introduction

Our long-term Vision and Strategy expresses our collective sense of purpose; we aspire to be a people-focused University that harnesses academic excellence, innovation and creativity to provide benefits to individuals, organisations and to society as a whole. As part of our Vision and Strategy, we will maintain and enhance our longstanding commitment to equality, diversity, inclusion, respect and social justice. We are passionate in our belief that universities should play a fundamental role in creating and fostering more equitable societies.

For over 20 years, Newcastle University has worked to provide fair access to an education for life, leading to strong retention and employability outcomes for all our students, and with the support of this Plan, we will work with the sector to address gaps in access, success and progression for under-represented groups.

Our Access and Participation Plan is based on a transparent, honest and rigorous assessment of our current position. We have built a rich dataset to inform our assessment of performance and underpin our strategy, drawing on multiple sources including data from our own student systems, the Universities and Colleges Admissions Service (UCAS) and Destinations of Leavers from Higher Education (DLHE) survey. Our analysis of Access, Success and Progression data across multiple student characteristics and over several academic years is informed also by the OfS Access and Participation data dashboard and other external information, including official statistics from the government (GOV.UK) and the Higher Education Statistics Agency (HESA).

Multiple data sources are used in this self-assessment. Internal data is our primary source unless otherwise stated. Percentages may differ slightly between those based on internal data and those from the OfS data dashboard (due to rounding methodologies, census dates and varying definitions of the student population). For some measures, there are small numbers of students in the disadvantaged groups, so confidence intervals presented in the OfS data dashboard can be wide. In these cases (e.g. mature student attainment), percentages should be viewed with caution.

Throughout our assessment of performance, we have used our own internal data to measure non-continuation over the whole programme, as this give a holistic view of continuation at the University. This tends to show a higher non-continuation rate than the OfS continuation indicator, which tracks students only from the date they enter Higher Education (HE) to their activity a year later. [Further information can be provided on request.]

Newcastle University in context

Newcastle University is a world-leading research-intensive University, with a vision to advance knowledge, provide creative solutions and solve global problems. We have a longstanding commitment to widening participation (WP) and equality of opportunity. For over 20 years, improving access has been a strategic priority and we are proud of the significant progress made to support more students from WP backgrounds into higher education and into Newcastle University. In addition to our own progressive programme of access activities, we lead successful national and regional WP partnerships and have built outstanding collaborative relationships with schools, colleges and education partners enabling us to be pro-active in meeting the needs of the North East region in which we are based.

The North East is the region in which young people are least likely to access higher education, and this gap is widening. The *UCAS End of Cycle Report*[1] shows that the region has the lowest application rate to Higher Education (33.7%) and the second lowest entry rate (29.6%) in England (the South West has the lowest). By contrast, London is the highest performing region with an application rate of 48.9% and an HE entry rate of 42.4%.

Low progression rates to HE are compounded by low educational attainment for the most disadvantaged, which has been an issue in the North East for many years. KS4 attainment in the North East, has been the lowest nationally for the last three consecutive years. The area also has the highest proportion of state-funded schools below the floor standard[2]. A report for the Institute for Public Policy Research by Clifton et al[3] has highlighted that, whilst primary schools in the North East perform well in comparison to the national average (especially considering the higher percentage of pupils eligible for free school meals in the region), the largest disparities in educational outcomes appear when students reach secondary school. The attainment gap between students from low socio-economic backgrounds compared to their higher socio-economic status peers widens within secondary education, even in good and outstanding schools. These findings are corroborated in the State of the Nation report[4] and the Educating the North Report[5], highlighting that in the North East, Attainment 8 scores are below the England average, and the North East is consistently the lowest performing region for all pupils.

Less than a quarter of new UK entrants to Newcastle University each year are from the North East. This reflects many of the challenges outlined above, and the relatively low population base. It also means that we must continue to work particularly hard to attract target groups from outside the North East (as well as supporting improvements to progression rates from our own region) if we are to make significant progress overall.

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[1] UCAS End of Cycle Report (2018), *Chapter 5 Geography*

[2] DfE (Jan 2019). *KS4 including Multi-Academy Trust performance 2018 (revised)*

[3] Clifton, J., Round, A., & Raikes, L. (2016). *Northern Schools: Putting Education at the Heart of the Northern Powerhouse* (Rep).

[4] Social Mobility Commission (2017), *State of the Nation 2017: Social Mobility in Great Britain.*

[5] Northern Powerhouse Partnership (2018), *Educating the North*

1. Assessment of performance

The charts below summarise the gaps in Access, Success and Progression at Newcastle University between groups of disadvantaged students and their peers. They are based on our own data, with some sector comparisons from the OfS dashboard. We acknowledge the significant gaps in performance at some stages of the student lifecycle, for particular groups of students at our institution (notably between white and black students and between students from areas of low participation and students from other areas). We are committed to reducing the gaps that exist, and to the provision of equal opportunities for all of our students to succeed in HE and beyond. This self-assessment has informed the selection of our Target Groups and our ambition for change, encapsulated in our targets and set out in subsequent sections.

Chart 1 shows Access rates over the last three years for underrepresented groups. Charts 2 to 4 show gaps in Success, Retention and Progression between these groups and their peers. Quintile data uses the POLAR4 classification.

Chart 1 - Access
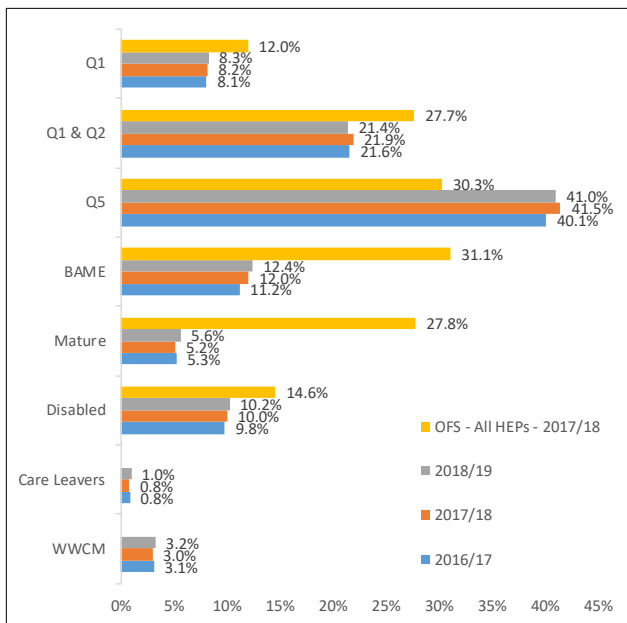Proportion of new entrants from underrepresented groups

Chart 2 - Success
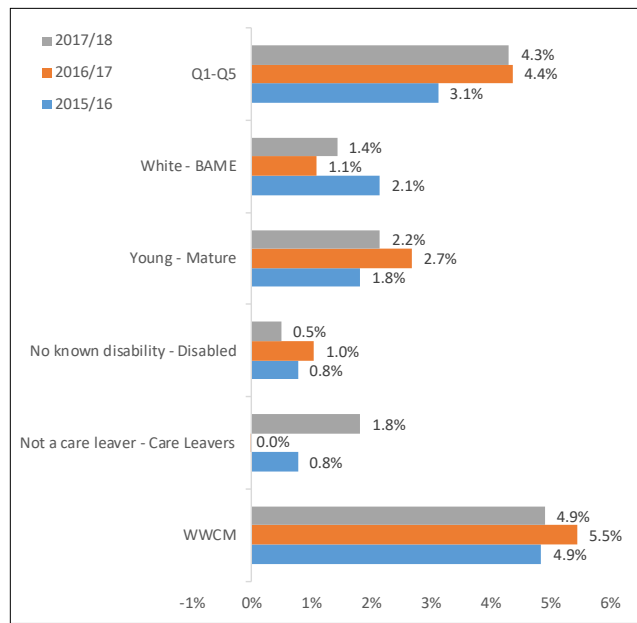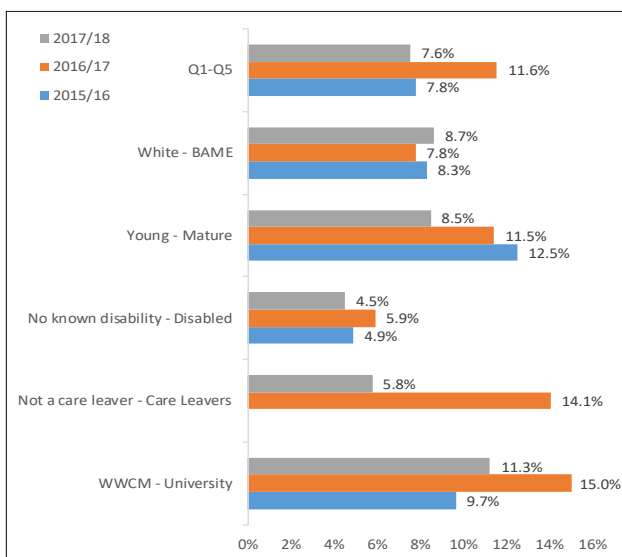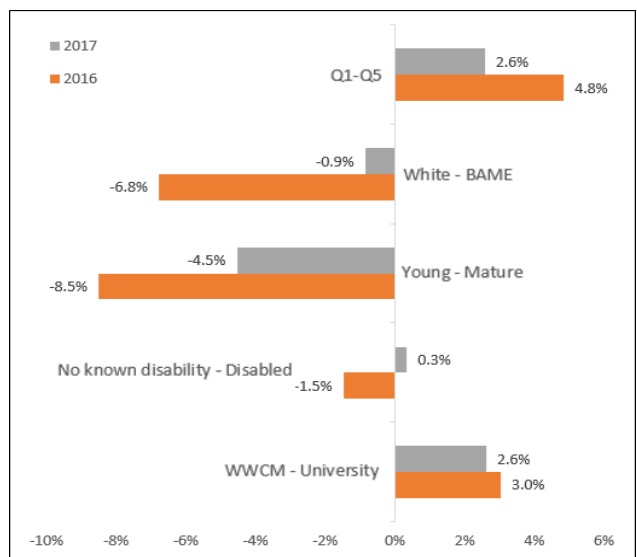Gaps in non-continuation rates

Chart 3 - Success
Gaps in degree attainment (first/2:1s)

Care Leavers are excluded for 2015/16 due to small numbers

Chart 4 – Progression
Gaps in progression to Positive Destinations (professional or managerial employment or graduate level study)

Care Leavers are excluded due to small numbers in the DLHE

1.1 Higher education participation, household income, or socioeconomic status

Access:	**There has been little increase in our LPN entry rate (%) over 3 years**
Non-continuation:	**LPN students are more likely to drop out and non-continuation rates are increasing**
Attainment:	**LPN students are less likely to get a first/2:1, but attainment is improving**
Progression:	**Strong progression to positive destinations with narrowing equality gaps for LPN students**

Access

Our focus in this section is on students from **Low Participation Neighbourhoods** (LPNs, defined as POLAR4 Quintile 1). Although actual numbers have increased, our data shows that the proportion of our new entrants from LPNs is around 8% in each of the three years, and is lower than the 12% HE average for 2017/18 (OfS dataset). Our increases have been small, from 8.1% (399 students) in 2016/17 to 8.2% (399) in 2017/18 and 8.3% (423) in 2018/19. Consideration of POLAR4 Q1/Q2 combined shows that around 21% of our new entrants are from the two lowest participation neighbourhoods (1,065 in 2016/17 and 1,094 in 2018/19).

In HESA's recently released Experimental Statistics: UK Performance Indicators[6] (PIs) incorporating POLAR4, we perform well against our sector benchmark with 8.1% of young new entrants from LPNs against a benchmark of 8.2%. We perform less well against the location adjusted benchmark of 10.7%. Over the three-year period, our data shows that the proportion of entrants from Q5 has remained relatively static (40.1% in 2016/17; 41.5% in 2017/18; and 41.0% in 2018/19). The reduction of this significant gap of approximately 33% is a key target for the University. In section 1.6 on Intersections of disadvantage, we assess a further disaggregation of our LPN students, focusing on white, working class males (WWCM). **Based on this analysis, we have identified two specific and challenging LPN Access targets for intervention in our Access and Participation Plan.**

Success - Non-continuation

As a University, we have low non-continuation rates overall (2.8% no longer in HE in 2016/17 compared to a benchmark of 3.8% in HESA's PIs[7]). For LPN students, we perform well compared to the sector, with the OfS dashboard reporting a 10.8% non-continuation rate for full time undergraduates from POLAR4 Q1 for all Higher Education Providers (HEPs), compared to 6.0% for Newcastle University.

Our internal measure of non-continuation (across the student's whole programme - see introduction) shows that for Q1 students, non-continuation rates have risen from 6.6% (51 students) in 2015/16 to 7.7% (64 students) in 2016/17 and 7.8% (70 students) in 2017/18. The gap in non-continuation rates between Q1 and Q5 students has grown from 3.1% points in 2015/16 to 4.3% points in 2017/18. Although we have low rates of non-continuation overall, **the gap between Q1 and Q5 students is one of the largest among the groups of disadvantaged students at Newcastle University and we have identified this as an area for targeted intervention** (see Chart 2).

Success - Attainment

Attainment is measured by considering the proportion of classified degrees that were first or 2:1. The chart below, based on our own data, shows degree attainment for POLAR4 Q1 and Q5 students, the University average, and the gaps in attainment rates between those groups.

Chart 5 - Degree attainment (first/2:1) by POLAR4 quintiles – Newcastle University
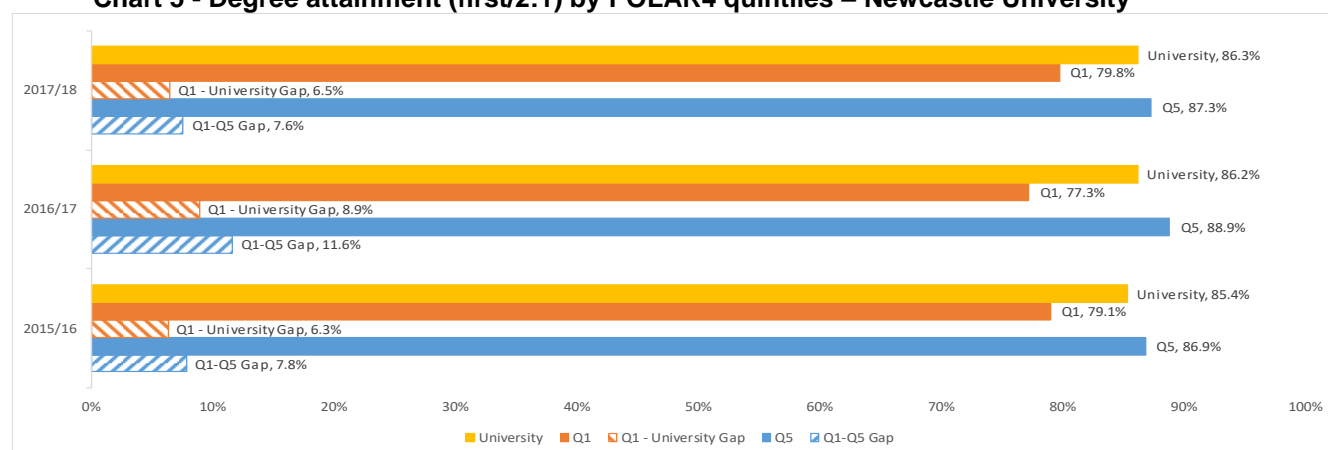
Our data shows that rates of first/2:1 degrees for Q1 students have increased slightly over the last three years, from 79.1% (185 students) in 2015/16, to 77.3% (194 students) in 2016/17 and 79.8% (209 students) in 2017/18. This compares to a University average of 86.3% in 2017/18, giving a gap of 6.5% points. The Q1 to Q5 gap has changed little since 2015/16, with some year on year fluctuation. It was 7.8% points in 2015/16, rising to 11.6% points in 2016/17, then falling back to 7.6% points in 2017/18. The OfS data dashboard shows that our Q1 students perform better than the national average, with 80.0% first/2:1s for Newcastle's Q1 students in 2017/18 compared to 74.6% at all HEPs.

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[6] HESA (2019), *Experimental Statistics: UK Performance Indicators*
[7] HESA (2019), *Non-continuation: UK Performance Indicators 2017/18*

Progression to employment or further study

We have used data from the 2015/16 and 2016/17 DLHE surveys to assess the progression of our students, six months after graduation. Our DLHE data shows that we have high progression rates for the University overall, with 95.1% of Home undergraduates progressing to work or further study and 84.1% progressing to Positive Destinations (professional or managerial employment or graduate level study) in 2016/17.

This is another area of evident progress for our LPN students. The proportion of our Q1 students in work or further study is high and increasing, from 92.4% (195 students) in 2016 to 98.1% (202) in 2017. Data from the OfS data dashboard shows that we perform above the national average, with 82% of our full time graduates from Q1 in highly skilled work or further study in 2016/17, compared to 68.8% for all HEPs.

DLHE results show that in terms of positive destinations (professional or managerial employment or graduate level study), 84.1% of our students progressed to positive destinations in 2016/17. For students from LPNs, this is slightly lower, at 83.5% (172) in 2017. This proportion increased sharply from 77.3% (163 students) in 2016. The gap between Q1 and Q5 attainment has fallen from 4.8% points in 2015/16 to 2.6% points in 2016/17 as shown in Chart 4. Our improving trajectory means that we do not have a progression target specifically for the LPN group as part of our Plan, although **we have identified a progression target in relation to all under-represented groups** (see Section 2).

Analysis using **IMD data** has also been reviewed using the most recent OfS dataset. This shows gaps between the most and least deprived areas for access (24.5% points) and continuation (4.0% points). However, for both of these, the gap is smaller or the same as the gap for POLAR4 quintiles (34.4% and 4.0% points respectively).

In terms of progression, there is no significant gap: 84% of those from the most deprived areas progressed into highly skilled employment or further study, compared to 83% for those from the least deprived areas. The POLAR4 gap is slightly larger at 2.0%.

Attainment is the only measure where the IMD gap (8.0% points) is larger than the POLAR4 gap (7.0% points). However, it is significantly less than the sector IMD gap (18.0% points), and our IMD attainment gap has reduced in recent years, particularly due to an improvement in Q1 attainment (76.0% in 2015/16, 74.0% in 2016/17, and 80.0% in 2017/18).

For these reasons, and due to the crossover between those in IMD Q1 and POLAR4 Q1, our targets focus on the POLAR4 measure. The IMD gaps are less significant, and our current widening participation activity is focussed on the use of POLAR data. We believe that POLAR 4 data reliably reflects disadvantage in our area. We will continue to review and monitor IMD data, addressing any material gaps that become apparent and targeting if necessary.

1.2 Black, Asian and minority ethnic students

Access: **Our BAME entry rate (%) is low compared to the sector, but is improving over time**

Non-continuation: **BAME non-continuation rates are falling and the equality gap is small**

Attainment: **There is a growing gap in first/2:1s between BAME and white students**

Progression: **BAME graduates have strong progression to Positive Destinations**

Access

We have assessed our own student data by ethnic group, which is self-declared by new entrants. A noticeable area of progress is the steady growth in the number and proportion of new entrants from BAME backgrounds (2016/17 - 11.2% / 551 students; 2017/18 - 12.0% / 586; 2018/19 – 12.4% / 635), as shown in Chart 1. However, we are some way behind the sector average, with the OfS data dashboard showing that 14.4% of our undergraduate students were from BAME backgrounds in 2017/18 compared to 31.1% for all HEPs.

As the Government's Widening Participation in higher education: 2018 statistics[8] show, some ethnic groups are more underrepresented in HE than others. Among the BAME groups nationally, 58.5% of Black pupils from state-funded schools were in HE by age 19, compared to 78.7% of Chinese pupils. At Newcastle University, disaggregation of the BAME group in our own data (presented in Chart 6 below) shows how each ethnic group contributes to our overall total BAME intake, as well as the rate of change over the last three years.

Chart 6 - Students by ethnic group as a proportion of the BAME total – Newcastle University

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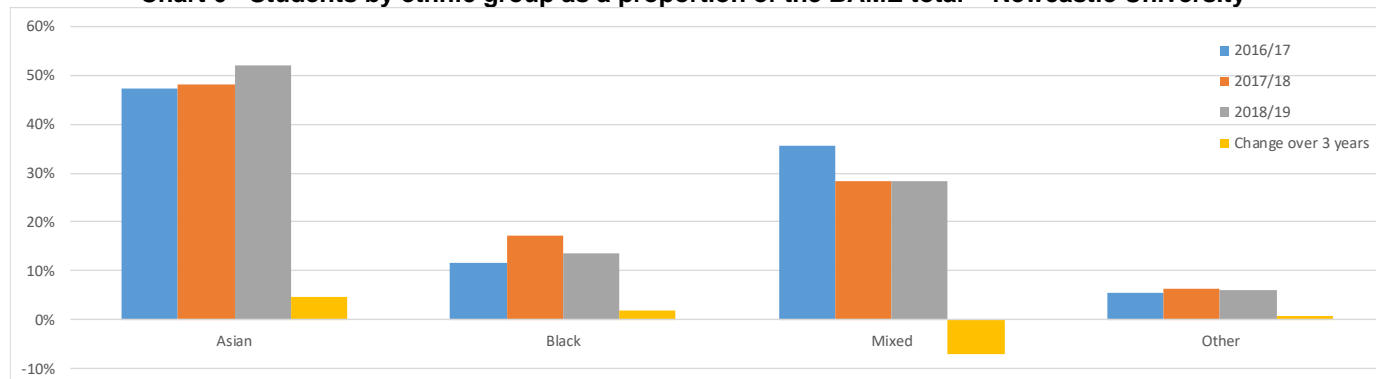
[8] GOV.UK - Department for Education (2018), *Widening Participation in higher education*

Although our overall proportion is low, our BAME intake illustrates progress in recent years, and in assessing our performance, it is important to consider the local context. The North East is the least ethnically diverse region in England. According to the 2011 census[9], 93.6% of the population are from White British backgrounds, compared to 79.2% in the West Midlands and 44.9% in London. As we recruit up to a quarter of our students from the North East (1,256 students in 2018/19), the lack of ethnic diversity means we must work outside the region in order to increase our BAME intake.

UCAS data shows an increase in applications to the University from BAME applicants over recent years, from 14.6% of our Home Undergraduate total in 2015/16 (3,528 applications) to 16.7% (4,656) in 2017/18. Intersectional analysis of our own data reveals that the University has been successful in attracting both male and female BAME entrants. The gender balance was as follows: female 303 (55%), male 248 (45%) of the BAME total in 2016/17; female 272 (46%), male 314 (54%) in 2017/18; and female 228 (45%), male 347 (55%) in 2018/19.

Success - Non-continuation

As a University, we have low rates of non-continuation overall (95% of students continued or qualified in 2016/17 according to the HESA PIs[10]), but there are discrepancies for some groups of students (see Chart 2). The OfS data dashboard shows that for the aggregation of all ethnicities except white, Newcastle University had a non-continuation rate of 4% in 2016/17, compared to 11.9% for all HEPs, so we are doing well compared to the sector.

Our own measure of non-continuation shows that the proportion of BAME students that do not continue fell from 6.2% (58 students) in 2015/16 to 5.4% (74) in 2017/18, showing good progress. There is a small gap in non-continuation rates (1.4% points) between White and BAME students in 2017/18 (Chart 2) narrowing the 2.1% point gap in 2015/16.

Numbers are small for some ethnic groups, however disaggregation of our own data shows that non-continuation for Asian students has improved and is lower than the rate for BAME students overall, dropping from 6.0% (27 students) in 2015/16 to 4.6% (31 students) in 2017/18. The OfS dashboard shows a 1% increase in non-continuation for Asian students between 2015/16 and 2016/17, but this is not a material shift as the actual numbers are small, which can result in fluctuating proportions between the years.

The OfS data dashboard reports a 9% non-continuation rate for Black students at Newcastle in 2016/17, compared to 15% for all HEPs. Our own measure of non-continuation shows that rates for Black students have increased in recent years, up from 6.3% (8 students) in 2015/16, to 8.4% (12 students) in 2016/17 and back down to 7.4% (15 students) in 2017/18. This reflects a gap of 3.4% points between Black and White students at Newcastle in 2017/18.

Success - Attainment

HESA data shows that we perform above the sector average, with 78.5% of our first degree, UK undergraduates from BAME backgrounds achieving a first/2:1 in 2017/18, compared to 67.7% for all HEPs.

Our own data shows an evident gap in degree attainment between white and BAME students at Newcastle University as shown in Chart 3. BAME students are less likely than their white peers to achieve a first/2:1, with a gap of 8.7% points in 2017/18 (BAME - 78.4% of the total / 250 students, White 87% / 2,847 students). This is an increase from 2016/17, when the gap was 7.8% points. We know that some of the differences in attainment can be accounted for by factors such as entry qualifications and subject of study, with the remainder being unexplained[11] (OfS). In analysis carried out internally for our annual report on degree classifications, we considered whether BAME student attainment was lower overall, because BAME students were disproportionally represented in subjects where attainment for all students was lower. While subject of study may account for some of the difference, we found that BAME students performed less well than white students, regardless of subject area.

Disaggregation of our own data (see Chart 7) illustrates disparities in degree attainment between ethnic groups that make up BAME. Attainment for Asian students was 9.5% below white in 2017/18, with 77.6% (114 students) achieving a first/2:1. For Black students, attainment remains relatively low with 65% (26 students) achieving a first/2:1 in 2017/18, although this is an improvement from 54.2% (13 students) in 2015/16. The OfS dataset shows that over the last three years, the attainment gap between white and black has fallen from 25% points in 2015/16 to 20% points in 2017/18, but remains significant. This pattern is reflected in UUK's recent report[12] on BAME attainment which reiterates the OfS focus on eliminating the unexplained gap in degree outcomes between white and black students. **For this reason, we have identified the attainment gap between black and white students as a key target for intervention in this Plan.**

Progression to employment or further study

Progression to employment or further study is an area of significant success for BAME students at Newcastle University (see Chart 4) and they often perform better than white students. Analysis of our DLHE data shows that in 2016, 96.3% (231) of BAME students progressed to employment or further study, compared to 94.6% of white students, giving a gap of 1.6% points in favour of BAME students. In 2017, BAME student progression to employment and further study dropped slightly to 93.4% (198) compared to 95.4% for white students.

In terms of positive destinations (professional or managerial employment or graduate level study), 86.7% of (208) BAME students progressed to positive destinations in 2015/16 compared to 79.9% of white students, a gap of 6.8% points in favour of BAME students. The proportion in a positive destination fell slightly in 2016/17, but was still high at 84.3% (182) compared to 84.1% of white students. Although numbers are small, disaggregation of the data shows disparities

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[9] GOV.UK-Office for National Statistics (2019), *Regional ethnic diversity*
[10] HESA (2019), *Non-continuation: UK Performance Indicators 2017/18*
[11] OfS (2019), *Differences in student outcomes*
[12] UUK (2019), *Black, Asian and minority ethnic student attainment at UK universities: #ClosingtheGap*

among the groups that make up BAME. Asian students had higher rates of progression to positive destinations than White students (94.1% Asian, 84.1% White). Black students do less well, with 75.0% in Positive Destinations in 2016/17, a gap of 9.1% points from the progression rate for White students. Progression rates for Black students will be addressed by our progression target.

We also perform well compared to the sector. The rate of BAME progression (all ethnic groups except white) from Newcastle University to highly skilled employment or further study at a higher level (OfS data dashboard) was 82% in 2016/17, 11.9% points above the average rate for all HEPs (70.1%).

Chart 7 - Degree attainment (first/2:1s) by ethnic group - Newcastle University
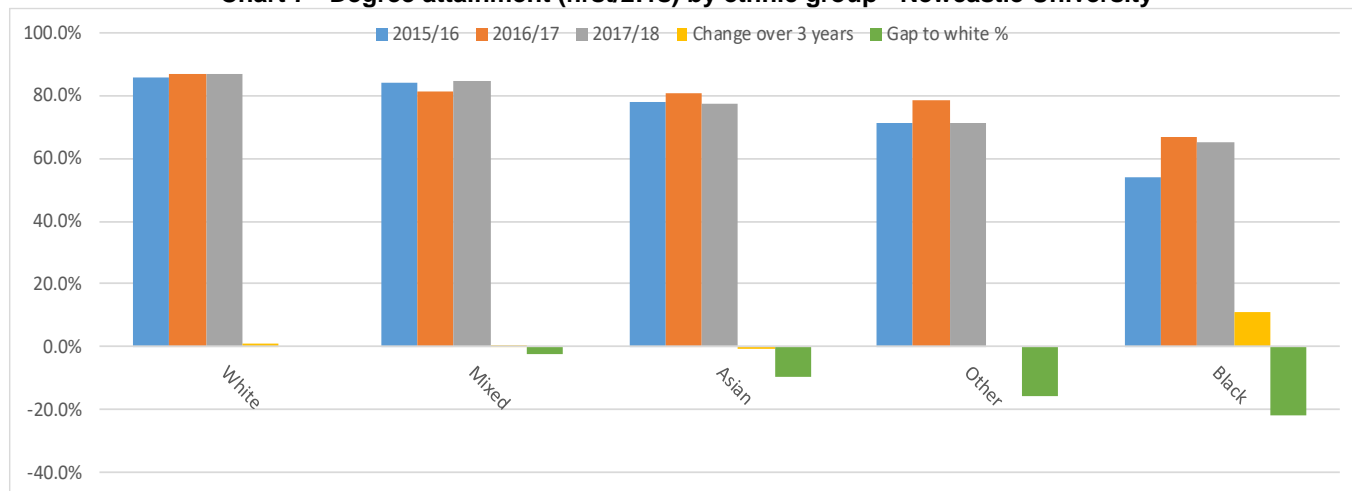
1.3 Mature students

Access:	**Our proportion of mature entrants is small compared to the sector, with little growth**
Non-continuation:	**Mature students are more likely to drop out, but the equality gap is relatively small**
Attainment:	**Mature students are less likely to get a first/2:1, but the attainment gap is narrowing**
Progression:	**Positive destinations are more likely for mature students**

Access

Newcastle University has a significantly smaller proportion of mature new entrants than the national average. The OfS data dashboard shows that mature entrants to first degrees in 2017/18 was 3.5% at Newcastle, compared to 23.5% for all HEPs. This may be explained by the lack of undergraduate part-time provision at Newcastle.

Our internal data shows that for the last few years, mature students have represented around 5% of our undergraduate new entrants (5.3% / 260 students in 2016/17, 5.2% / 251 in 2017/18 and 5.6% / 288 in 2018/19). There are variations between subject areas, with the highest proportion of mature students in the Faculty of Medicine at 10.7% (113 students) in 2018/19 and the lowest in our Humanities and Social Sciences Faculty, with 3.9% (98 students).

The proportion of our total applications from mature students has declined slightly, from 10.5% (2,742 applications) in 2016/17 to 9.4% (2,636 applications) in 2017/18. This is a significantly smaller proportion than the UK average mature applicants, which was 21.3% for applicants in the 2018 cycle according to UCAS[13].

Success - Non-continuation

Although increasing mature intake is not a key priority area for the University, we are keen to eliminate inequalities in access, success and progression between mature and young students. Our own data shows that mature students at Newcastle University have higher non-continuation rates than their younger peers, with non-continuation at 6.4% (41 students) in 2017/18 compared to 4.3% (468) for young students. Mature non-continuation is up slightly, from 6.0% in 2015/16 and Chart 2 shows that over the last three years, the gap in non-continuation between mature and young students at Newcastle University has widened slightly, from 1.8% points in 2015/16 to 2.2% points in 2017/18. We have not considered this as a material gap for target setting purposes, due to the small numbers concerned.

Success - Attainment

Mature students are less likely than their younger peers to achieve a first/2:1 degree. Chart 3, based on our own data, illustrates that this is a large attainment gap for us, although the discrepancy has narrowed considerably (by 4% points) over the last three years. The gap was 12.5% points in 2015/16 (73.5% mature, 86% young), 11.5% points in 2016/17 (75.2% mature, 86.7% young) and 8.5% points in 2017/18 (78.1% mature, 86.6% young).

Compared to the sector, mature students do well at Newcastle University. The OfS data dashboard shows that the proportion of Newcastle's mature undergraduates achieving a first/2:1, at 72% in 2016/17 and 83% in 2017/18 was considerably higher than the average for mature undergraduates at all HEPs (68.6% in 2016/17 and 70% in 2017/18).

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[13] UCAS (2018), *Applicants and acceptances by groups of applicants 2018*

Progression to employment or further study

Analysis of our DLHE data shows that an area of evident success for mature students is their progression to work or further study, with 97.1% (167 students) progressing in 2015/16 and 92.5% (135 students) in 2016/17, compared to University averages of 94.7% and 95.1% respectively. Mature students at Newcastle University also have better progression rates to positive destinations (professional or managerial employment or graduate level study) than young students. 88.4% of our mature students in both 2015/16 and 2016/17 progressed to positive destinations, compared to 79.9% of young students (2,122) in 2015/16 and 83.8% of young students (2,175) in 2016/17. As shown in Chart 2, this represents a progression gap of 4.5% points in 2016/17 in favour of mature students. We also perform well compared to the sector, with the OfS data dashboard showing 88% progression to highly skilled employment or further study at a higher level for mature students 2016/17, compared to 75.7% for all HEPs.

1.4 Disabled students

Access:	**Entry rates for disabled students are lower than for the sector, with little recent growth**
Non-continuation:	**Non-continuation is low for disabled students, with a similar rate to non-disabled**
Attainment:	**Disabled students are less likely to get first/2:1 than non-disabled students**
Progression:	**Progression to positive destinations is similar for disabled and non-disabled students**

In the sector overall, the proportion of students disclosing a disability is increasing. HEFCE[14] has described an increase of 56% in new entrants with a known disability over a five year period to 2015/16. We have used our Challenge Type field, which is self-declared by new entrants, to analyse disability. This allows the disaggregation by type of disability, as shown in Chart 8 below.
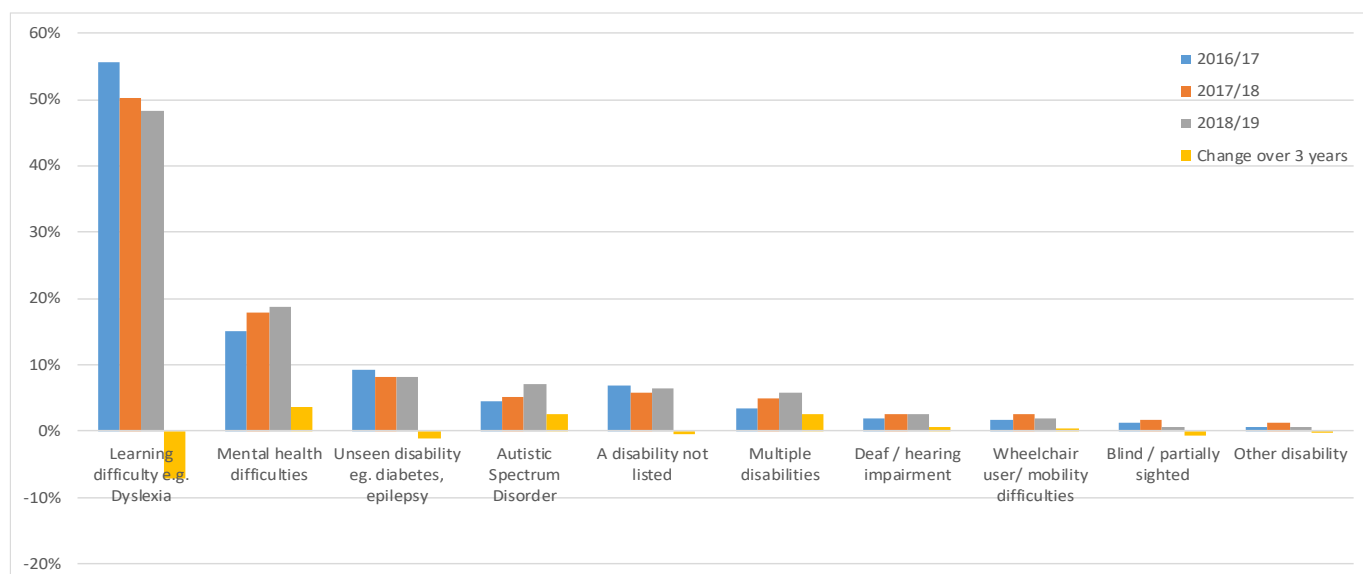
Access

Our data shows a steady rate of access to the University by students with disabilities, but with little increase over the last three years. The proportion of new entrants with a disability was 9.8% (484 students) of the total in 2016/17, 10% (487) in 2017/18 and 10.2% (523) in 2018/19. The OfS data dashboard shows that our proportion of disabled students is lower than the average, at 9.7% in 2017/18 compared to 14.6% for all HEPs.

HEFCE[15] reported that almost half of students with a known disability in 2015/16 had a specific learning disability, such as dyslexia, dyspraxia or ADHD, and that there have been big increases in the number of students with mental health conditions. Disaggregation of the data for Newcastle is presented in Chart 8 below.

Analysis of our own data shows that the proportion of entrants with learning difficulties has remained steady, at 5.5% of total new entrants (269 students) in 2016/17, to 5% (245) in 2017/18 and 5% (253) in 2018/19. This is in line with the OfS national data where 'Cognitive or Learning disabilities' is the biggest group (5.5% of total undergraduates for all HEPs in 2017/18 and 4.8% for Newcastle University). New entrants with a learning difficulty e.g. dyslexia, constitute the biggest single group among students with disabilities (48.4% / 253 students of all entrants with a disability in 2018/19) at Newcastle University.

The proportion of new entrants with mental health disability has increased slightly, with 1.5% (73 students) in 2016/17, 1.8% (87) in 2017/18 and 1.9% (98) in 2018/19. These students represented 18.7% of all entrants with disabilities in 2018/19, an increase of 3.7% points on 2016/17.

Chart 8 - Challenge Type as a proportion of Disability – Newcastle University

[14] OfS (2019), *Disabled students*
[15] HEFCE (2018), *Student characteristics*

Success - Non-continuation

Chart 2, based on our own data, shows that disabled students at Newcastle have only slightly higher non-continuation rates than their non-disabled peers. The gap is small and has narrowed from 0.8% points in 2015/16 to 0.5% points in 2017/18. Disaggregation of the data shows that students with Autistic Spectrum Disorder have the highest rate of non-continuation among students with disabilities. The rate was 9.8% (5 students) in 2017/18, a gap of 5.5% points from students with no known disability (4.4% / 454 students). We know that students with mental health disability are more likely to consider dropping out of their studies (Unite Students[16]) and we see this trend in our data. The rate of non-continuation for students with mental health disability was relatively large at 8% (15 students), a gap of 3.7% points from students with no known disability (4.4% non-continuation).

The OfS[17] have reported that students in receipt of Disabled Students' Allowance (DSA) are more likely to continue their studies than those who are not. This pattern is evident at Newcastle, with a non-continuation rate of 4.9% for disabled students who are not in receipt of DSA, compared to 2.8% for those receiving DSA.

Success - Attainment

Chart 3, based on our own data, shows that there are gaps in degree attainment between students with and without disabilities at Newcastle University. Students with disabilities are less likely than their non-disabled peers to achieve a first/2:1 degree (82.2% disabled students, 86.7% students without disabilities in 2017/18). The attainment gap has fluctuated between 4.9% points in 2015/16, 5.9% points in 2016/17 and 4.5% points in 2017/18. This is a slightly larger gap than the average for all HEPs (2.8% points) presented in the OfS data dashboard.

Meaningful disaggregation of the data is difficult due to small numbers, with degree attainment rates fluctuating between years at the detailed level. There are some disparities among Challenge Types. Degree attainment for students with mental health disability for example, at 83.7% in 2017/18, is 3% points below the rate for students with no known disability. Attainment was 83.8% for students with a Learning Difficulty e.g. Dyslexia in 2017/18, 2.9% points below the rate for students with no known disability.

Progression to employment or further study

An area of evident success is the progression to employment and further study of students with disabilities. Our DLHE data shows that 94.6% of students with disabilities (265 students) in 2015/16 and 93.3% (224) in 2016/17 were in work or further study, compared to 94.7% and 95.3% respectively for students with no known disability. This is a narrowing of the very small gap, to 2.0% points in 2016/17.

Considering positive destinations (professional or managerial employment or graduate level study), rates of progression are similar for students with and without disabilities at Newcastle. In 2016/17, 83.8% of students with disabilities (201 students) progressed to positive destinations, compared to 84.1% (2,103) students with no known disability, giving a very small gap of 0.3% points.

We perform well compared to the sector both in terms of absolute progression rates and gaps. The OfS data dashboard shows 71.5% of disabled graduates from all HEPs progressed to highly skilled employment or higher level study in 2016/17, compared with 73.3% of those not known to be disabled graduates. At 1.8% points, this is a bigger gap than our own 0.5% point gap (82.0% for Newcastle's disabled graduates progressed to highly skilled employment or further study compared to 82.5% of those not known to be disabled).

1.5 Care leavers

We have very few care leavers and numbers below 5 have been rounded. Proportions or gaps should be considered with caution.

Data from the Department for Education[18] (DFE) shows that only 6% of 19-21 year old care leavers enter HE compared to 42% of the young population. Facing barriers such as lower prior attainment, financial constraints and a lack of personal support makes care leavers a challenging group from which to recruit. The OfS data dashboard does not include data on care leavers, so comparisons to the national picture are not readily available.

Access

Care leaver status is self-declared by students at the University and verified by our Student Progress team. DFE data shows that the number of looked after children continues to rise and so we expect to see growing numbers at the University, but care leavers represent a small number of our new entrants. Care leaver entrants to the University have fluctuated in recent years, with 41 (0.8% of the total) in 2016/17, 39 (0.8%) in 2017/18 and 49 (1%) in 2018/19. Care leavers from LPNs may be experience multiple dimensions of disadvantage. Although numbers are small, the proportion of care leavers from Q1 was 14.6% in 2016/17, 7.7% in 2017/18 and 6.1% in 2018/19.

Success - Non-continuation

Although it is known that a high proportion of care leavers do not complete their course[19], the gap in non-continuation rates at the University between care leavers and other students is one of our smallest among the groups of disadvantaged students. Non-continuation rates of care leavers at the University have fluctuated between 5% in 2015/16 (5 students), 4% (5 students) in 2016/17 and 6% (5 students) in 2017/18. The non-continuation of care leavers was

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[16] Unite Students (2017), *Student Resilience*
[17] OfS (2019), *Differences in student outcomes*
[18] GOV.UK-Department for Education (2018), *Children looked after in England including adoption: 2017 to 2018*
[19] National Network for the Education of Care Leavers (2017), '*Moving on up' report*

higher than those who have not been in care in both 2015/16 and 2017/18 (by 2% and 1% points respectively), but was identical in 2016/17 for both those in care and those not in care (4%).

Success - Attainment

For our small number of graduate care leavers, the data shows that 72.2% (13 out of 18) in 2016/17 and 80.6% (29 out of 36) in 2017/18 achieved a first/2:1 degree. This is significantly lower than the University average of 86.2% in 2016/17 and 86.3% in 2017/18. Moreover, it illustrates a gap in attainment of 14.1% points in 2016/17 and 5.8% points in 2017/18 between care leavers and their peers.

Progression to employment or further study

From the limited data on the progression of care leavers, we can see that 60% in 2016/17 and 33% in 2017/18 were in employment or further study. This is a group which we continue to monitor, but is not a priority for targeted intervention at this stage given the small numbers involved.

1.6 Intersections of disadvantage

We have considered intersections of disadvantage in preparing our self-assessment. We understand that some groups of students experience multiple facets of disadvantage, creating barriers both in accessing and succeeding in HE. Our Equality, Diversity and Inclusion Strategy recognises that inequalities are often interdependent. It describes how we aim to embed inclusivity in all of our processes, actions and decision-making, giving every individual access to the same opportunities, regardless of their characteristics. In carrying out our self-assessment, we noted that some of our larger gaps in access and attainment were between LPN students and those from other areas, and between BAME and white students. We have carried out further intersectional analysis for these groups, and a summary is given below.

In most cases, the number of students in different groups affected by multiple intersections of disadvantage is very small, and the students concerned are part of the wider groups which are the focus of our targets and strategic measures. We have therefore not identified specific targets for intervention for these groups.

White, working class males (WWCM)

A particular group highlighted in our 2019-20 Access and Participation Plan was white, working class male students (WWCMs). This group of students may experience multiple barriers to entering and succeeding in HE. The National Education Opportunities Network (NEON[20]) 2019 report on understanding access to HE for white students from lower socio-economic backgrounds report described White British disadvantaged boys as 'the least likely of any large ethnic group to go to University'. Chart 2 shows that at Newcastle, WWCMs have one of the largest gaps in non-continuation (4.1% points in 2017/18) and the largest gap in degree attainment (11.3% points in 2017/18) when compared to the University averages. Our strategic measures relating to the non-continuation of students from LPNs seek to address this gap.

Access

At the University, the proportion of white working class new entrants decreased slightly from 6.9% (342) in 2016/17 to 6.6% (338) in 2018/19. With white students from LPN backgrounds representing around 7.5% of all acceptances in English Universities in 2017 (NEON/UCAS, 2019), our intake is slightly below the national average and requires progress. WWCMs continue to represent a small proportion of new entrants to the University (2016/17 - 3.1% / 155 students; 2017/18 - 3% / 146 students; 2018/19 - 3.2% / 166 students), with little growth in recent years.

Success - Non-continuation

Non-continuation rates for WWCMs have increased (see Chart 2), from 9.1% in 2015/16 to 9.3% in 2017/18, giving a gap of 4.9% points in non-continuation between WWCM and the University average in 2017/18. Non-continuation is lower for WWC females (WWCFs), at 5.8% in 2017/18, a gap of 1.4% points from the University average.

Success - Attainment

Degree attainment for WWCMs has changed little over 3 years and was 75.0% in 2017/18, representing a gap of 11.3% points from the University average. WWCFs do better than WWCMs, with 82.9% achieving a first/2:1 in 2017/18 (7.9% points above WWCMs, but 3.3% points below the University average).

Progression to employment or further study

Our DLHE data shows that progression for WWCMs is good, with the proportion in work or further study improving between 2015/16 and 2016/17 (from 90.3% / 84 students to 96.9% / 94 students). Furthermore, the proportion of WWCM in work or further study in 2017 was higher than the University average (95.1%).

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[20] National Education Opportunities Network (2019), *Working Class Heroes - Understanding access to higher education for white students from lower socio-economic backgrounds*

When looking at positive destinations however, WWCM had lower rates than the University average in 2017 (81.4% / 79 students compared with 84.1% for the University), a gap of 2.6% points. Despite this, the proportion in positive destinations improved by 4% points between 2015/16 and 2016/17 (from 77.4% / 72 students).

When comparing WWCM to their female counterparts, WWCF do better, with 98.9% (88 students) in work or study and 87.6% (78 students) in positive destinations in 2016/17.

BAME students from LPN backgrounds

Disaggregation of our data shows that some ethnic groups are more likely to be from LPNs than others. These students may experience multiple aspects of disadvantage, affecting their rates of success and attainment.

Access

The proportion of BAME new entrants from Q1 was 10.3% (57) in 2016/17, 12.6% (74) in 2017/18 and 13.2% (84) in 2018/19. Therefore, BAME entrants are more likely to be from LPN backgrounds than white entrants (7.6%, 338 students in 2018/19), with a difference of 5.6% points in 2018/19. However, BAME students from LPN backgrounds represent only a very small proportion of total of new entrants to the University, at 1.2% in 2016/17, 1.5% in 2017/18 and 1.6% in 2018/19. Black students are more likely to be from LPN backgrounds than BAME students from other ethnic backgrounds and white students. The proportion of Black students (African, Caribbean and other Black) from LPN backgrounds was 14.2% (9 students) in 2016/17, 18% in 2017/18 (18 students) and 23.3% in 2018/19 (20 students).

Success - Non-continuation

Non-continuation rates for BAME Q1 students were 9.1% (14 students) in 2017/18, an increase from 3.6% (5 students) in 2015/16. This is a gap from the University average (4.4% non-continuation) of 4.7% points.

Success - Attainment

81.5% (22 students) of BAME students from Q1 achieved a first/2:1 in 2017/18, up from 77.8% (14 students) in 2016/17 and 66.7% (8 students) in 2015/16. In 2017/18, this represented a gap of 4.8% points from the University average.

Progression to employment or further study

75% (15) of BAME Q1 students progressed to positive destinations in 2016/17, down from 83.3% (20 students) in 2015/16, however numbers are small.

1.7 Other groups who experience barriers in higher education

There are wider groups of students who may experience barriers to entering and succeeding in HE, but where sufficient data is not available to enable a thorough analysis. A summary of the information we do have is given below, and we will continue to build on this.

Carers: student carers self-declare at registration, but the information is not collected in the statutory returns to HESA. In 2018/19, we have approximately 80 Home UK Undergraduates declared as carers, of whom approximately 25 were new entrants. We have no access/applications data for this group.

People from Gypsy, Roma, Traveller communities: this is collected within Ethnicity as part of the statutory student return to HESA, however, the numbers of students in this group are very small. We have had a total of 10 students with this ethnicity over the past 10 years, and application numbers are also low, with a total of 6 for the past two years.

People estranged from their families, Refugees and Children of military families: This information is not required for statutory collection and is not collected through our student self-service at present.

In addition to the wider set of student groups that OfS have identified as experiencing equality gaps, the Equality Act 2010 defines nine protected characteristics. Of these, we have some data for **Religion and Belief**, **Sexual Orientation** and **Gender Identity**. However, data for these particularly sensitive characteristics are viewable by only a small number of staff and are currently only collected for the purpose of returning in the HESA Student Statutory record.

2. Strategic aims and objectives

Target groups, aims and objectives

Newcastle University aims to support the access, success and progression of students from all under-represented groups[21] and to address barriers to participation and success for all groups at each stage of the student lifecycle. We also seek to support and engage with teachers, advisers, parents/carers, foster workers and other influencers. For the purpose of this Plan, and in response to our robust self-assessment, the University has prioritised the following target groups and set strategic aims for each, to address our largest gaps in performance, in areas where we believe we can have most impact both over the five-year timescale of this Plan and in the longer term:

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[21] LPN, low income backgrounds, BAME groups, students with a disability, care-levers and estranged students, young carers, white working class males, mature students, students from low attaining state schools, children from military families, refugees and asylum seekers.

Students from Low Participation Neighbourhoods (determined by POLAR4 data).
- Access: To reduce the intake ratio for LPN students (Q5:Q1) at Newcastle University, by increasing the proportion of new entrants from LPN Q1 by 4% points by 2024-25.

- Access: To increase the intake of LPN students to Newcastle University (Q1 and Q2) by 5.7% points by 2024-25

- Success: To reduce the gap in non-continuation for LPN students at Newcastle University (Q1:Q5) from 4% points to 1% points by 2024-25.

Black Students
- Success: To reduce the attainment gap (First/2:1) at Newcastle University between black and white students by 10% points by 2024-25.

Multiple Groups
- Access: To work collaboratively through Realising Opportunities to close the gaps in entry rates, between the most and least under-represented groups, to high tariff providers

- Access: To work collaboratively through the North East Collaborative Outreach Programme to increase the progression rates to Higher Education from 18 year olds in the North East

- Progression: To reduce the gap in positive destinations for students from under-represented groups at Newcastle University (LPN Q1, PARTNERS, Realising Opportunities, Disabled, BAME, care leavers and mature students) from 5% points to 2.5% points in 2024-25.

Details of targets, measurable objectives and milestones/timescales for each aim (to 2025) are provided in the targets and investments table. We do not however expect progress to stop in 2025 and will remain committed to ongoing work aiming to eradicate gaps in performance and achieve equality of opportunity.

A statistical target has not been included for progression rates to HE from 18 year olds in the North East (on the advice of OfS) but it remains a strategic aim for Newcastle University to contribute significantly to achieving this challenging aspiration. In response to Regulatory Notice 1 (OfS 2019.05) we have concentrated solely on outcome-focused targets that relate directly to our strategic aims and objectives, which have in turn been informed by both our assessment of performance to date and collaborative targets which promote equality of opportunity nationally.

Gaps in performance for other student groups have also been identified, and will therefore continue to be priority areas for Newcastle University. We have not set statistical targets for each of these but have instead, after considering each individually, set out an approach that enables us to maximise impact and provide the best value for money.

The strategic measures implemented to make progress towards the targets mentioned above, will also consider other priority areas, where appropriate, to ensure other under-represented groups will benefit. For example the non-continuation of mature students and Asian groups will be considered as part of the strategic measures to improve continuation of LPN students (this is our largest group of under-represented students with a significant gap of 6% points). In addition, our progression target will report on multiple groups to reflect a re-occurring trend throughout the majority of our under-represented groups. Similarly, the attainment gap evident for care-leavers will be considered and addressed by developments in experiential learning, 'Engaged Newcastle' and other measures designed to benefit the attainment of all WP Groups. Given the commitment we have set out to increase the number of care leavers entering the University (driven primarily through PARTNERS and NERAP 'Choices Together' programme), it will be paramount to ensure they are adequately supported through and into employment. Performance will be closely monitored across the lifecycle to enable us to be pro-active in addressing any emerging gaps, as numbers increase, over the coming academic years.

Where student numbers are small (but qualitatively worthwhile) and it is evident from fluctuations in data trends that percentages easily become skewed, we have identified targeted pilot projects that will enable us to better understand the issues affecting retention and attainment for specific groups. This will ensure we make long-term meaningful progress to address these gaps, and the evidence gained can be rolled out across all disciplines. For example, two pilot projects will be targeted specifically at black attainment to support progress to eradicate the unexplained attainment gap over the lifespan of this Plan (set out in target PTS_1). These will be launched in subject areas that have our highest student population from this group. As numbers of care-leavers entering the University grow, we anticipate being able to adopt a similar approach to address any meaningful gaps evident for this group. We will continue to review and monitor progress from all student groups across the lifecycle (in particular those with the larger gaps), adapting practice where necessary.

Although previous targets set out in our Access and Participation Plan 2019-20 will become obsolete, we will continue to adopt a holistic approach to support equality of opportunity for all student groups across the lifecycle. Our progressive programme of outreach activity, beginning at primary level, will continue to be targeted using a basket of eligibility criteria, to maximise fair access from all under-represented groups, as well as using evidence-led approaches in both content and activity development.

3. Strategic measures

3.1 (a) Whole provider strategic approach

Overview

In this pro-active, agile and progressive strategic plan, we build on, strengthen and enhance our existing excellent practice and expertise and extend our institutional commitments which have been developed and refined since the introduction of Access Agreements in 2006. However, we must and will do more. Our Plan reflects a University-wide strategy which supports the entire student life-cycle and is 'everyone's business', with commitment of all staff to achievement of the strategic objectives and targets (both University targets and supplementary Faculty-, School- or subject-level targets). In order to be successful in this regard, we are engaging academic staff, professional service colleagues, students and relevant external stakeholders in the planning, development and delivery of strategic measures and interventions that will directly contribute to our progress, in line with our emerging theory of change. We will also work with alumni to fundraise and to diversify employer engagement, to support the delivery of elements of this Plan.

We are committed to developing and delivering new approaches to improve our performance across the student life-cycle, developing targeted measures supported by well-handled practices which avoid stigmatising individuals or groups. We will pro-actively target our activities and evolving policies and practices, to ensure that all students, from all backgrounds, have equal opportunities to access Newcastle University, succeed in their studies and achieve successful, rewarding careers. We will target our investment of resources where they will have maximum impact. Informed by evaluation to allow for continual development, we will be prepared to cease activities which no longer represent best value or impact.

Alignment with other strategies

The University's commitment to access and participation is recognised at the highest levels. The University Vision and Strategy, launched in October 2018, makes a public commitment to the values and principles of social justice, equality, diversity and inclusion, which are threaded throughout the University's core strategies. Access, success and progression, and the principles and values of the Access and Participation Plan, have been debated and endorsed at all of the senior governance committees: Executive Board, Senate, Council and Court. These commitments are articulated more specifically in the most relevant core strategies.

The **Education Strategy** has a single, wholly-inclusive priority, which is to provide all our students with an education for life, that engages, challenges and supports our students to discover and fulfil their potential both while they are studying with us and once they have graduated. This shared endeavour, involving staff and students working together, includes an explicit commitment to recognise, celebrate and further increase the diversity of our students, including those from under-represented groups. A key aim of the Education Strategy is to develop students as the whole person by supporting and preparing them to shape the societies in which they will live and the professions they choose to enter, through a holistic approach to academic, personal and professional development. The acquisition of personal attributes and skills that characterise a Newcastle University graduate are embedded across our programmes and our co- and extra-curricular provision. Opportunities for those from target groups to develop and practise these attributes and skills in organisations and communities outside the University are a feature of our Plan.

The **Engagement & Place Strategy** includes an explicit focus on access and participation, with the aim to improve the social mobility of people from under-represented and disadvantaged backgrounds by ensuring our education and research are as widely accessible as possible. Specific aims align closely with our Access & Participation Plan: Supporting attainment-raising and improved progression into higher education in North East schools and colleges; Increasing the intake of students from under-represented groups and improving their retention rates; Closing the attainment gap for students from under-represented groups; and Removing barriers to progression in order to ensure that students from all backgrounds can achieve positive graduate outcomes.

All of these strategic commitments are underpinned by the University's institution-wide commitment to Equality, Diversity and Inclusion. The **EDI Strategy** (currently under review) includes clear reference to access and participation, and the EDI Strategy Group oversees annual monitoring of impact. All policies and procedures, including this Plan, are subject to a robust equality analysis.

Senior University committees are involved in the ongoing development and monitoring of access and participation, as part of embedded normal business. The Education Strategy delivery is overseen by University Education Committee, whilst the elements which relate to student development and the student experience are overseen by the Student Experience Sub-Committee. The University Recruitment Strategy Committee is responsible for overseeing all matters relating to access and admissions (for example determining the University's approach to holistic admissions and the use of contextual information to inform admissions decisions). The University Engagement and Place Committee has an overview of regional engagement in this agenda. In addition to the commitments embedded within the University's core strategies and governance, the implementation of the Plan will be overseen by a New Task and Implementation Group – chaired by a senior academic with oversight of the whole student journey, and ultimately becoming an established sub-committee of the University Recruitment Strategy Committee and University Education Committee.

Developments included in our **Research Strategy**, such as Education Research NUCore, will also align our research capability and practice in this area, for example maths attainment, poverty in schools etc.

3.1 (b) Strategic measures

Each of the measures set out in the table below (pages 14 – 16) is intended to support the achievement of the University's strategic aims and subsequent targets in relation to the Access and Participation Plan. The measures are a subset of the wider range of projects and initiatives that will take place over the next five years to deliver the University's strategic commitments related more widely to EDI at the University and for the NE Region as part of our Engagement and Place Strategy.

These measures are evidence-based using a variety of sources:

- Newcastle University's own EDI PowerBI dashboard, HEAT, UCAS and Department of Education Progression data
- Involvement in the collaborative Advance HE Project as one of 10 universities focused on supporting BAME students in achieving good degree outcomes
- a study of the 'what works' literature relating to closing attainment gaps, published by AdvanceHE/Higher Education Academy's Student retention and success programme.
- Other national research, detailed against each strategic measure

The targeted pilot projects in Academic Schools have been identified where there appear to be more significant attainment gaps **and** a meaningful number of students from the relevant student group (to facilitate maximum learning from evaluating pilot interventions).

3.1 (c) Collaboration

Collaboration is an important element of our strategic measures and our approach is summarised here:

Newcastle University is lead institution of Realising Opportunities (RO), the North East Collaborative Outreach Programme (NECOP) and the North East Raising Aspiration Partnership (NERAP).

RO is a collaboration of 14 research intensive universities that aims to support the OfS in eliminating the national gap in entry rates at higher-tariff providers between the most and least under-represented groups. RO also contributes to our own strategic aim to improve access to Newcastle University from students from low participation neighbourhoods. The programme is underpinned by robust evaluation, undertaken by independent evaluators, based on a theory of change model using narrative, empirical research and causality evaluation types to evidence impact.

NECOP is a partnership of the 5 universities and 15 colleges in the region working together to support NCOP target students to progress to higher education. Phase 2 of the National Collaborative Outreach Programme will enable the Partnership to capitalise on our existing collaborative infrastructure in support of a coherent framework to join up and transform HE outreach provision in the region to enable more students to benefit. In 2019/2020 we will actively support the development of the Outreach Hub to signpost outreach provision provided through Access and Participation Plans and provide additional support and strategic engagement to join up and transform HE outreach provision in the region.

NERAP is a collaboration of the five universities in the region (Durham, Newcastle, Northumbria, Sunderland and Teesside) working on a variety of projects specifically to target hard-to-reach under-represented groups such as Young Carers, Looked after Young People and BAME students. NERAP for example has committed to increasing HE progression for care leavers by expanding the 'Choices Together' programme to include provision for Year 12 and 13 students, and through exploring a partnership with First Star Academy, which has an ambition to increase participation of care leavers to 12% by 2024.

NERAP also provides joint representation activity in both primary and secondary schools and at regional events.

In 2019/2020, NERAP will align with the North East Collaborative Outreach Programme as part of the development of the Outreach Hub. The NERAP single point of contact website will be signposted and the activity developed by the Partnership will also contribute to the additional support provided to schools, as part of the extended outreach offer across the region.

Our strategic aims and planned strategic measures are summarised in the table below:

Key to table (pages 14-17):

1A	Access Target: To reduce the gap in intake at Newcastle University for LPN students (Q1:Q5)
2A	Access Target: To increase the intake of LPN students to Newcastle University (Q1 and Q2 students)
3A	Access Target: To work collaboratively through Realising Opportunities to close the gaps in entry rates, between the most and least under-represented groups, to high tariff providers
(4A)	Access Aim: To work collaboratively through the North East Collaborative Outreach Programme to increase the progression rates to Higher Education from 18 year olds in the North East
5S	Success Target: To reduce the gap in non-continuation for LPN students at Newcastle University
6S	Success Target: To reduce the degree attainment gap (Firsts & 2:1) at Newcastle University between Black and White students
7P	Progression Target: To reduce the gap in positive destinations for students from under-represented groups at Newcastle University (LPN Q1, PARTNERS, Realising Opportunities, Disabled, BAME & mature students)
Inst Level	S – Academic School Level F – Faculty Level U – University Level

STRATEGIC MEASURE	TARGET GROUP	TARGET							INST. LEVEL	EXPLANATORY NOTES (Including examples of developments where appropriate)	EVIDENCE BASE
		1A	2A	3A	(4A)	5S	6S	7P			
PRE-ENTRY											
Contextual Admissions	LPN (POLAR4 Q1); care-leavers; students from low attaining schools	●	●		●				U	A holistic approach to admissions; Centralised decision making for all subjects	OfS Research Brief May 2019; Internal impact Report; Durham University Evidence Centre for Education
Progressive Programme of Outreach	All WP groups using a basket of WP eligibility criteria	●	●		●	●			U	From Primary age upwards into University, providing a pipeline of students from identified under-represented groups into Newcastle University	Internal Impact Report; HEAT and UCAS data; HE Progression Framework
Supported Entry Routes	All WP groups, using a basket of WP eligibility criteria	●	●	●	●	●			U	Review PARTNERS to maximise numbers of eligible applicants to NU through this route; Lead the Realising Opportunities collaboration to increase WP intake to Newcastle University *and* participating higher tariff institutions; Development of pre-entry transition support (eg webinars)	Impact Reports; University of Wales (What works case study); PARTNERS student/ graduate case studies
Tailored Marketing Campaigns	All WP groups (to be piloted with LPN Q1 and 2 students)	●	●		●				U	Investment in Student Journey system (Hubspot) to increase WP targeting and engagement and enable nurturing of WP students pre-entry	
School and College Targeting	LPN students	●	●		●				U	Using multiple datasets to inform school and college engagement and targeting	Internal Impact Report; HEAT data; RAISE data; Power BI data
Work with Student Influencers	Teachers; Careers Advisers; Parents and Carers; Education Networks	●	●	●	●	●			U	Teacher and student engagement in developing and delivering outreach; Strategic Engagement with Education networks (Teach First, Schools North East) eg to launch an employability focused pilot programme in NE schools from Year 5; Annual Regional Conference for Teachers and Advisers; Marketing to increase reach to parents/carers and teachers	Focus Groups; Alterline Research Project for Teachers/Advisers
Supporting Attainment Raising in the North East	LPN students Q1 and Q2 and low attaining state schools	●	●		●				U	Bid to DfE to develop our Further Maths Centre into an inspirational Learning and Teaching Centre designed to achieve "more and better maths" in the North East; Westgate Hill Primary School Literacy Project (Year 6); Academic support for Extended Project Qualification	North East attainment data; RAISE data
Collaboration for HE Progression in the North East		●	●	●	●				U	Lead institution for: • Realising Opportunities (supporting access to higher tariff institutions) • NE Raising Aspirations Programme (targeted at vulnerable groups and younger ages) • NE Collaborative Outreach Programme and Hub (NECOP), aligned with Opportunity North East See Section 3.1 (c), page 13	Thomas, L. (2010) et al: *From projects to whole school/college higher education partnerships: identifying the critical success factors underpinning effective strategic partnerships.* RO/NECOP/NERAP impact reports; OFFA (2012): Guidance for Access Agreements

CURRICULUM, PEDAGOGIC AND STUDENT SUPPORT												
Curriculum Review	All students (with particular focus on BAME and LPN)	●	●		●	●	●			U/S	Review portfolio to meet market demand and be attractive to WP groups; Diversify curriculum modules to attract a more diverse student population	Focus Groups, including BAME students
Revised Approach to Induction	LPN students					●	●			U	For all subject areas, develop an extended academic-year long Induction into HE, launching with a free online pre-entry course for all new undergraduates	Newman University; Ulster University (What works case study)
Inclusive Learning Environment	All students (initial pilot with Black students)	●	●			●	●			U/S	Develop online and course support for academic staff around inclusive learning, teaching and assessment approaches; Innovative approaches to pedagogy and assessment, evaluating the potential and impact of new approaches; Use results to develop institution-wide inclusive learning interventions; Further development of the Technology Enhanced Learning (TEL) roadmap	Black, Asian and Minority Ethnic Student Attainment at UK Universities: #ClosingtheGap; Wolverhampton University (What works case study)
Additional Support for Academic Skills	All students					●	●			U	Online pre-entry induction programme to support academic skills; Development of peer-assisted learning schemes, building on the Peer Mentoring Scheme; Writing Development Centre; Maths Aid	Staffordshire University (What works case study)
Personal Tutor Review	All students (initial pilot for LPN students)					●	●	●		U	Develop and implement a revised model, focused on holistic development of students and their achievements; Launch of Personal Tutoring Plus (piloted with WP students and including employability strand using student success advisers)	Glasgow Caledonian; Salford (What works case study)
Financial Support	Low-income students	●	●			●				U	See section 3.1 (d): Financial Support, page 17	Impact Report; OfS Toolkit
Student Wellbeing	All students	●	●			●	●			U	Implementation of the Step Change Mental Health programme of work, supporting students with mental health issues	Internal Impact Report
Law School Pilot Project: Impact on Black student attainment	Black students						●			F/S	Explore ways to better prepare students for the course by drawing on existing innovative practice. Examples to explore: approach to capstone modules, supplementing methods training with students undertaking a smaller, scaffolded independent research project in Stage 2 to give students the opportunity to develop research skills and experience	Learning from the AdvanceHE Project and Case Studies; Focus Groups
SAgE Pilot Project: Impact on non-continuation of LPN students	LPN students					●				F/S	Review content and practice (to better prepare students) of the STEM Foundation Year (FY). The FY attracts high numbers of students from LPN backgrounds and progression data demonstrates a performance gap for these students	What works case studies
Computing Pilot Project: Impact on non-continuation of LPN students	LPN students					●				F/S	Computing Science will implement a new model of enhanced support for new undergraduates. The model will include: a transition officer post; curriculum change, and diversified assessment methods with an emphasis on portfolio and synoptic assessment	What works case studies
Engineering Pilot Project: Impact on black student attainment	Black students						●			F/S	26.7% of the University's black students study Engineering. This pilot will explore methods to support student performance in assessment	Learning from the AdvanceHE Project Outcomes; Wolverhampton (What works case study); Student Focus Groups

											Description	Evidence base
EMPLOYABILITY AND SKILLS DEVELOPMENT												
Career Insights	LPN; PARTNERS and Realising Opportunities; BAME; Disabled; Mature							●		U	Expand the number of places on this WP employability support programme designed to improve WP student employment outcomes (from 100 to 300 students pa in the next three years)	Internal impact report Akkerman & Bakker (2011)
Work Placement Bursaries	LPN; low-income students							●		U	Available to WP students to increase access to unpaid work placements	Internal impact report Akkerman & Bakker (2011)
Online Resources	All WP groups				●	●	●			U	My Employability Virtual Learning Environment (VLE). A targeted online resource for all WP students registered at the University designed to enhance employability skills and outcomes	Internal impact report Newman University (What works case study)
Experiential Learning	All students				●	●	●			U	Increase opportunities for WP students to gain work experience and employability skills, including more: • Short-and long-term work experience opportunities on campus and in the North East • skills development opportunities • outward student mobility	UUKi (2017) *Gone International: Mobility Works*; Akkerman & Bakker (2011); Hora & Millar (2011); Schenke (2015) Meyer and Land's Threshold concept
Engaged Newcastle	All students				●	●	●			U	Transformational project to embed discipline-related experiential learning and other development opportunities as a core accredited element of all degree programmes. For WP students on a pilot basis initially, with the intention to roll out to all students, this aims to develop cultural capital, professional connections and enhance student confidence in order to support positive graduate outcomes.	Cornell University/USA Macquarie University, Sydney/Australia Ncl student data
Sutton Trust Pathways	LPN	●	●					●		S	Launch of Pathways to Medicine and to Law to support positive employment outcomes for WP students	Sutton Trust Impact Reports
BUILDING A CULTURE OF ACCESS AND PARTICIPATION ACROSS THE UNIVERSITY												
University Strategies	APP aims and targets are embedded in the relevant core University strategies: Education and Engagement and Place. A holistic approach to admissions will be embedded in the undergraduate Admissions Strategy from 2020 onwards and the Equality, Diversity and Inclusion Strategy, currently under development, will align closely with the APP.											
Governance	The APP has been discussed and endorsed at the highest level of University Governance: Executive Board, Senate, Council and Court. Targets in the APP have been embedded in the relevant University strategies, and responsibility for monitoring progress against the Plan will be as follows: • University Recruitment Strategy Committee (Access) • University Education Committee (Success and Progression) • University Education and Place Committee (across the student lifecycle in the context of place, with particular focus on Access) A new APP Task and Implementation Group has been set up (chaired by a senior academic) to provide strong leadership and ensure institutional ownership of the design, development and implementation of the Plan. This is intended to ensure that measures to address inequality in the lifecycle are regarded as core to the institution.											
Senior Champions of Social Mobility	The University has recently made a number of new senior appointments designed to support Social Mobility: • Dean of Social Mobility; Dean of Diversity; Dean of Equality; Diversity and Inclusion; Dean of Life Long Learning and Professional Practice; Dean of Engagement and Place											
Strategic Commitment to Social Justice	The University has, or is in the process of, committing to the following: • Athena Swan Silver Award; Race Equality Charter; Social Mobility Pledge; University of Sanctuary (and the associated Sanctuary Scholarship Scheme); Real Living Wage employer; Stephen Lawrence Trust Bursaries; The Armed Forces Covenant; Looked-After Children Covenant											
Student Voice										U	See section 3.2: Student Consultation	
Evaluation										U	See section 3.3: Evaluation Strategy	

3.1 (d) Financial Support

The financial support package is an important element in meeting the University's key strategic objective to improve retention rates for students from low participation neighbourhoods. Financial support is targeted at students from low-income households only. The package consists of non-repayable cash bursaries payable to students with a household income of £35,000 or less (£2,000 award for each year of study where household income is at or below £25,000: £1,000 award for each year of study where household income falls between £25,001 and £35,000).

Analysis of data from students in receipt of our Scholarship shows a strong correlation between low-income households and LPN. 67% and 60% of students from LPN Q1 and Q2 areas respectively, qualified for our financial support in 2018/19.

The development of the University's financial support package is evidence-led, and informed by student numbers and the Government support arrangements. Evaluation of financial support schemes play a vital role in shaping our financial support provision. The most recent evaluation exercise, using the OfS survey and interview tools, indicates that our current approach positively impacts continuation, with 87% of respondents stating that being in receipt of financial support was an important or very important factor in allowing them to continue on their course. On the basis of these findings, for 2020 entrants, the University will invest £8,149,651 in non-repayable scholarships.

An additional £300,000 is made available to provide discretionary hardship funding to support the retention of students from low income households, students with dependent children and students from other under-represented groups. It also funds the costs of diagnostic assessments for students with Specific Learning Difficulties and medical evidence for those students who require Student Support Plans and reasonable adjustments. The amount allocated is determined on an individual case basis.

3.2 Student consultation

Student involvement is a vital part of our Access and Participation Plan. For the purpose of this Plan, student involvement has been embedded across each aspect of planning, delivery and monitoring:

Involvement in the development and planning: Newcastle University Students' Union Sabbatical Officers have been involved at the strategic Planning meetings to date and will be representative at the Task and Implementation Group post-submission, to drive forward the development of the key strategic measures. Focus Groups have been held with target groups of students where our student numbers are low and where we have the widest gaps, for example with BAME students, and with LPN students to gain more insight into issues highlighted by the data. Student engagement has resulted in many changes to the activity and measures we adopt. Two specific examples new to this Plan are extra funding for Students' Union participation bursaries and a revised approach to induction.

Chair of student engagement strand: our plans for development and implementation of all strategic measures have been divided into key strands with an identified Chair/lead for each. Each strand feeds into the Task and Implementation Group at quarterly meetings. Our student Welfare and Equality Officer will lead the Student Engagement strand and is a representative on all other strands, in order to feed into developments in each area. The Student Engagement strand will involve students from a range of backgrounds and, as a priority, ensure representation from BAME students and students from LPN backgrounds.

University strategic committees: our Sabbatical Officers will be representatives on each of the University over-arching committees (Admissions Committee, Education Committee, and Engagement and Place Committee) to feed into decision making process and monitoring.

Evaluation: Students will continue to form a key part of our Evaluation Strategy, and will be involved in the planning and implementation of our Theory of Change Model across the five years of this Plan.

Student Representatives: students will continue to play a crucial role as Course Representatives. We have a high number of course reps compared to the sector average. Training will be provided to enable students to engage in this role in a meaningful way to support our APP targets and ensure regular two way communication between them and the Student Engagement strand of the APP.

Delivery: Students act as ambassadors, mentors, are involved in outreach development, act as tutors in schools, and are involved in market research and focus groups as well as acting as role models post-graduation. Our Students' Union delivers programmes to ensure diverse participation in sport and societies. We employ a team of Graduate Ambassadors each year whose key role is to engage with our target schools and colleges to inspire and inform WP prospective students.

A separate submission from our Students' Union has been provided as Appendix 4.

3.3 Evaluation strategy

Strategic context

The University is committed to evaluation across the student lifecycle. All evaluation is monitored using the existing strategic committee structure for reflection and approval of subsequent recommendations for change. For our previous Access Agreements a coherent approach has been developed to support access. Evaluation of activity relating to success and progression is currently less systematic, and often done in isolation from other activity with the same aim. Completion of the self-assessment Evaluation Tool has highlighted important gaps that we have set out to address in our new approach.

The development of a coherent approach across the whole lifecycle is a priority for Newcastle University with a commitment to introducing, by 2020-21, a Theory of Change model, based on the diagram below, to address multi-faceted approaches, in order to take account of the level of complexity and to embody a multi-strand approach to evaluation.

Assessment of our performance against strategic targets is vital but will not, in isolation, be an accurate indicator of whether any measure or sets of measures are operating effectively and where the initiative itself is just one of many factors impacting on outcomes. It is therefore necessary to understand the *theory* underpinning initiatives, i.e. how they are expected to impact on the complex situations in which they are delivered. Delivery of this Plan will require different kinds of intervention to be undertaken simultaneously. A logic model is a useful way of making sense of this, but the evaluation will need to go further to find out what combination of actions and interventions lead to intended outcomes. Our theory of change will link outcomes and activities in a series of steps to explain how and why the desired change is expected to ensue. Newcastle's strategy will therefore draw on both logic modelling and theory of change to provide a framework for evaluation.

Theory of Change
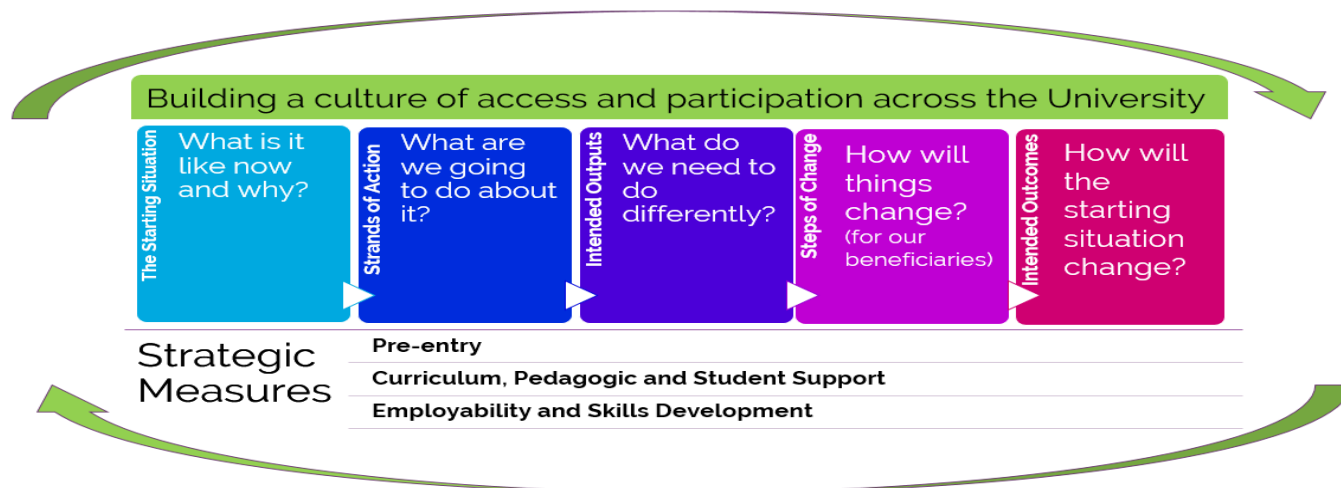
Expertise has been harnessed from across the University to lead on and contribute to the development and delivery of the evaluation strategy, most notably by making use of an existing team of educational academic specialists. The evaluation will be led by Liz Todd, Professor of Educational Inclusion, assisted by the Co-Director of the University Research Centre for Learning, both experts in evaluating inclusive provision using theories of change. They will be supported in the evaluation by two Research Associates with a range of qualitative and quantitative expertise. The team will join up with the NECOP evaluation practice (and staff), and discussion is under way to explore the possibility of setting up an Evaluation and Research Unit, based in our School of Education and aligning approaches and learning from Access and Participation Plans, NECOP delivery and Realising Opportunities.

This level of commitment to the evaluation of access, success and progression provision demonstrates the importance placed upon ensuring that both academic expertise drawn from practice will feed into and inform the actions over the next five years. In order to ensure the rigour and independence of the research, evaluation will be guided by an evaluation advisory group of students from diverse backgrounds, as well as internal and external experts in the fields of quantitative and qualitative methodology, widening participation and inclusion.

Programme design

Our Access and Participation Plan for 2020-21 to 2024-25 has been informed by evidence gained from our own evaluation practice and national research (summarised in the Strategic Measures section).

For each of our strategic measures, we are in the process of developing an action plan, stipulating the key components and activity that will be implemented. Each element of the action plan has defined aims, linking directly to our strategic targets and milestones set out in the Targets and Investments Table. This process also takes into account how success for each will be measured, and specifies what data is needed/when. Success is defined for each in terms of short term, medium term and long term outputs (where we can track the impact we have had on HE participation) as appropriate. The aims and objectives of each initiative included to support fair access also link directly onto the Progression Framework we have developed for pre-entry outreach activity. Our approach to evaluation pre-entry includes an agreed set of common questions to enable us to compare short term impact across year groups.

An Evaluation Plan for each initiative will be developed from the outset, and funding will only be approved for each activity when this has been agreed and embedded as part of our Theory of Change, led by our academic experts.

Evaluation design

The methods for the evaluation will incorporate multiple quantitative and qualitative approaches, chosen for their suitability during evaluation planning based on the theory of change. The overall methodological approach will be driven by the following priorities:

- *Evidence informed*. A critical review of the research literature in order to compare and evaluate different perspectives, such as those incorporating intersectionality and relational approaches, looking at both empirical and more conceptual research as well as examples that encompass a range of methodologies.
- *Logic modelling*. The first task of the evaluation design will be to develop an inclusive logic model for each part of the student lifecycle clearly defined in terms of inputs, outputs and outcomes, and considered in terms of its operation in different part of the University (across professional services, faculties and schools). Our logic model will illustrate all components, and help stakeholders clearly identify both intermediate and long-term outcomes, inputs, activities and outputs. This process will also involve clarifying the data currently available across the University and considering what data might be needed in addition. It will set out the kinds of analyses that are likely to be required within the evaluation.
- *Student engagement*. Student perspectives will be a key element of evaluation design. A range of different student groups will be part of the evaluation design and shaping process for each lifecycle stage, as well as engaging a diverse group of students to co-produce the research (young people from any university who have started but not progressed within HE; Newcastle University alumni; and current students from target groups). There is research evidence showing that students can make effective researchers and can be more effective in engaging other students and in understanding their experience. The evaluators will lead a listening campaign of students through the University life-cycle which will enable students to become active participants in driving change.
- *Sharing information*. Evaluation methods, findings and insights will be discussed and shared appropriately and widely through the University structures, across the NECOP/NERAP partnerships, and externally via the OfS Evidence and Impact Exchange.

Evaluation implementation

We have set out our strategic measures, the combination of which is expected to lead to significant progress towards each of the targets. While each of these measures will be developed and implemented simultaneously, for evaluation purposes, priority will be given in the first instance to activity where investment required is significant, and to the new pilot projects targeted at specific under-represented groups.

The theory of change will set out contextual factors and risks and will be produced in diagrammatic form with links between strands so that other relationship factors can be accommodated and explored. The theory of change will be implemented by a collaboration of academic experts providing theoretical and research expertise, students, and those with WP practice expertise. Questions will be asked about the extent to which the theory can be supported. The Evaluation Plan will be developed and implemented taking account of each of the steps of change in the theory, as well as the kinds of data that are available or need to be collected for each step. Data collection will need to be developed to measure the steps of change, and the outcomes outlined in the theory of change, in addition to monitoring the actions taken.

Learning to shape improvements

Our Theory of Change diagram will be shared and discussed regularly at the Evaluation Steering Group. It will be relatively easy to modify, and can demonstrate whether the theory is plausible, doable, testable and meaningful. Our theory of change will enable an understanding of why a programme does or does not work, and will improve planning and prevent project drift, as well as highlight gaps in knowledge or thinking that is lacking in clarity. It will be reviewed and changed in the context of the evaluation findings. With regular reviews of the evidence, evaluators will inform ongoing practice and share findings internally and externally.

Evaluation of financial support

Financial support schemes will be robustly evaluated on an annual basis using the OfS toolkit to determine if the schemes support specified target groups and help the University to meet its strategic objective to reduce non-continuation rates.

The University has implemented all three aspects of the Toolkit - the statistical tool (led by academic colleagues in our School of Mathematics) as well as the survey and interview tools (led by Student Finance staff) which collectively has enabled us to more robustly evidence the impact of our main scholarship provision, using a mix of both quantitative and qualitative measures. We will continue to use this approach in future for this aspect of our Access and Participation Plan, built into our over-arching Theory of Change.

Evaluation findings will help to inform future financial support schemes. Schemes may also be revised to reflect a change in circumstance, student need, numbers and / or government support arrangements.

3.4 Monitoring progress against delivery of the plan

The University has recently reviewed the governance structure with responsibility for monitoring the delivery and reviewing practice associated with the Access and Participation Plan to ensure it is fit for purpose. The Evaluation Steering Group will report directly to the A&P Task and Implementation Group where results and recommendations for change will be considered in a timely way.

Access and Participation Governance

The Task and Implementation Group will report to the University's Recruitment and Strategy Committee and Education Committee. After Year 1, the Task and Implementation Group will become a sub-group of both the University's Recruitment and Strategy and Education Committees, chaired by the PVC (Education), both of which feed into Executive Board (EB). EB refers to Senate and Council (appropriate to the issue) – the University's top level governing bodies.

APP Governance will align closely with the Engagement and Place Committee, responsible for regional engagement, and the Equality, Diversity and Inclusion Committee. There is student representation on these committees.

Ownership of monitoring will rest ultimately with the PVC (Education), who is lead member of Executive Board for the Access and Participation Plan.

Ongoing Monitoring of Progress Against Delivery
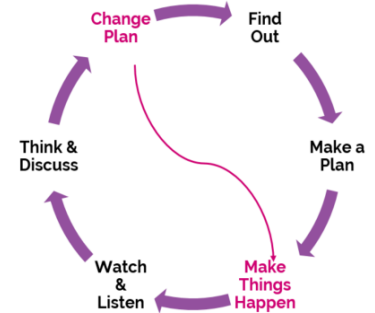
Our continuous approach to monitoring progress against our aims is set out in the diagram opposite. If insufficient progress is made, using the Theory of Change model, both over-arching strategic measures and/or activity will be reviewed and changes made accordingly. This may include stopping activity and re-focusing resource.

By embedding Access and Participation Targets into our core University Strategies, the "watch and listen" and "think and discuss" stages of the cycle will be undertaken via the University's existing senior governance committees.

4. Provision of information to students

The provision of clear and timely information about fee levels and financial support for each year of a student's study is a key element to ensure informed choice, and ultimately support retention. In addition to our own provision of information to students, we supply relevant information to UCAS, the Student Loans Company, UCAS Teacher Training and other relevant bodies.

Fees

Fee levels for all students (for each year of their study) are published on our website with clear information on fee reductions for targeted groups such as asylum seekers. For 2020 entry onwards, we will enhance this information to provide the aggregate amount of fees per course, to provide clear and accessible information to students on the cost of fees for the duration of their course.

Financial Support

Information on our financial support is available on our website and the websites of other relevant bodies to ensure that students at any point during the application cycle receive up-to-date, accurate information that is easy to find.

The website includes information about how and when to apply for financial support, eligibility criteria considered for each, as well as any exceptions, for example, students who are in receipt of NHS funding are not eligible for financial support in particular years of study. For our scholarships that are automatically allocated based on the information we receive from Student Finance England, we are clear that this relies on students themselves agreeing to share their financial information. We are clear that the financial support advertised to them at this stage, will continue for each year of their study, subject only to inflationary increases or decisions to increase the support offered.

For students who choose to defer entry, we are clear that the financial support they will be able to access will not be confirmed at the point of application. We ensure that all deferred entrants are sent the full details of the financial support package applicable to their year of entry as soon as this has been finalised.

Post-entry, information about financial support for continuing students is circulated as part of our ongoing communications plan designed to support and inform current students. This is tailored to include financial support relevant to them for each particular year of study (including access to Hardship funds and specific provision for targeted WP groups such as care-leavers, students with dependent children etc). In addition, our student support services provide one-to-one financial budgeting support for WP students.

5. Appendix

1. Targets (tables 2a, 2b and 2c in the targets and investment plan)
2. Investment summary (tables 4a and 4b in the targets and investment plan)
3. Fee summary (table 4a and 4b in the fee information document)
4. Student Submission: Newcastle University Students' Union

Access and participation plan
Fee information 2020-21

Provider name: University of Newcastle upon Tyne

Provider UKPRN: 10007799

Summary of 2020-21 entrant course fees

*course type not listed

Inflationary statement:

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

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

Full-time course type:	Additional information:	Course fee:
First degree	Business Accounting Finance (placement across three years)	£6,628
First degree	Students who started in 2016-17 or later	£9,250
Foundation degree	*	*
Foundation year/Year 0	Students who started in 2016-17 or later	£9,250
HNC/HND	*	*
CertHE/DipHE	*	*
Postgraduate ITT	PGCE	£9,250
Accelerated degree	*	*
Sandwich year	Certificates in Architectural/Planning Practice	£1,385
Sandwich year	Placement Year fee	£1,385
Sandwich year	SAgE Industrial Training	£1,850
Erasmus and overseas study years	Placement Year fee	£1,385
Other	M.Arch	£9,250

Table 4b - Sub-contractual full-time course fee levels for 2020-21 entrants

Sub-contractual 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	*	*

Table 4c - Part-time course fee levels for 2020-21 entrants

Part-time course type:	Additional information:	Course fee:
First degree	*	*
Foundation degree	*	*
Foundation year/Year 0	*	*
HNC/HND	*	*
CertHE/DipHE	*	*
Postgraduate ITT	*	*
Accelerated degree	*	*
Sandwich year	*	*
Erasmus and overseas study years	*	*
Other	*	*

Table 4d - Sub-contractual part-time course fee levels for 2020-21 entrants

Sub-contractual part-time course type:	Additional information:	Course fee:
First degree	*	*
Foundation degree	*	*
Foundation year/Year 0	*	*
HNC/HND	*	*
CertHE/DipHE	*	*
Postgraduate ITT	*	*
Accelerated degree	*	*
Sandwich year	*	*
Erasmus and overseas study years	*	*
Other	*	*

Targets and investment plan
2020-21 to 2024-25

Provider name: University of Newcastle upon Tyne

Provider UKPRN: 10007799

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 providers to report on 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 providers have 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 not 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 numbers.

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 (£)	£5,012,717.00	£5,062,844.00	£5,113,473.00	£5,123,700.00	£5,126,263.00
Access (pre-16)	£1,427,693.00	£1,441,970.00	£1,456,390.00	£1,459,303.00	£1,460,033.00
Access (post-16)	£3,501,939.00	£3,536,959.00	£3,572,328.00	£3,579,473.00	£3,581,263.00
Access (adults and the community)	£83,085.00	£83,915.00	£84,755.00	£84,924.00	£84,967.00
Access (other)	£0.00	£0.00	£0.00	£0.00	£0.00
Financial support (£)	£8,449,651.00	£8,519,330.00	£8,581,490.00	£8,570,710.00	£8,570,710.00
Research and evaluation (£)	£170,000.00	£170,000.00	£170,000.00	£170,000.00	£170,000.00

Table 4b - Investment summary (HFI%)

Access and participation plan investment summary (%HFI)	Academic year				
	2020-21	2021-22	2022-23	2023-24	2024-25
Higher fee income (£HFI)	£51,585,474.00	£52,051,180.00	£52,446,663.00	£52,375,228.00	£52,344,378.00
Access investment	8.5%	8.5%	8.5%	8.5%	8.5%
Financial support	16.4%	16.4%	16.4%	16.4%	16.4%
Research and evaluation	0.3%	0.3%	0.3%	0.3%	0.3%
Total investment (as %HFI)	25.2%	25.2%	25.2%	25.2%	25.2%

Targets and investment plan
2020-21 to 2024-25

Provider name: University of Newcastle upon Tyne

Provider UKPRN: 10007799

Targets

Table 2a - Access

Aim (500 characters maximum)	Reference number	Target group	Description (500 characters maximum)	Is this target collaborative?	Data source	Baseline year	Baseline data	Yearly milestones 2020-21	2021-22	2022-23	2023-24	2024-25	Commentary on milestones/targets (500 characters maximum)
To reduce the gap in intake at Newcastle University for LPN students	PTA_1	Low Participation Neighbourhood (LPN)	LPN determined by POLAR 4 data. Looking specifically at increasing the intake for LPN Quintile 1 students, and thereby reduce the ratio of Q5 to Q1. (Target articulated as both a percentage and number).	No	The access and participation dataset	2017-18	8.0%, 391	8.5%, 420	9%, 440	10%, 490	11%, 540	12%, 590	Reduce Q5:Q1 ratio by increasing Q1 intake. Articulating it as a % enables us to align with collaborative work we lead and participate in (eg NECOP & Opp NE aim to increase the overall participation rate from the NE, regardless of quintile, to HE in general and to selective institutions including Newcastle) to address the low progression & attainment rates in this region. Q5:Q1 ratio: 17-18 5.3:1 20-21 5.0:1 21-22 4.7:1 22-23 4.2:1 23-24 3.7:1 24-25 3.4:1
To increase the intake of LPN students at Newcastle University	PTA_2	Low Participation Neighbourhood (LPN)	LPN determined by POLAR4 quintile 1 and quintile 2 students (target articulated as both a percentage and number)	No	UCAS data	2017-18	21.8%, 1058	22.0%, 1080	23.0%, 1130	24.5%, 1205	26.0%, 1275	27.5%, 1350	See above for regional context. Much of our outreach work targets schools with large numbers of Q1 & Q2 students. NCOP methodology also uses Q1 & Q2 for targeting. Institutional data shows that Q2 is a similarly underrepresented group at Newcastle.
By working in collaboration, Realising Opportunities (RO) will contribute to national improvement in closing the gap in entry rates at higher tariff providers between the most and least underrepresented groups	PTA_3	Multiple	Proportion of RO students* who are tracked into HE who will access a research intensive university (RIU) within two years of becoming 'HE ready' and completing their Post-16 studies. *RO uses a robust targeting criteria and all RO students are from groups underrepresented in higher education	Yes	HEAT data	2015-16	42%	50%	51%	52%	53%	54%	RO wishes to demonstrate maximum ambition for RO students and track two years of access to RIUs using HEAT data. RO will therefore only be able to report on a milestone after two years, to allow for HESA data to be gathered via HEAT. For example, data for reporting on 2020-21's milestone will be available from Spring 2023.
	PTA_4												
	PTA_5												
	PTA_6												
	PTA_7												
	PTA_8												

Table 2b - Success

Aim (500 characters maximum)	Reference number	Target group	Description	Is this target collaborative?	Data source	Baseline year	Baseline data	Yearly milestones 2020-21	2021-22	2022-23	2023-24	2024-25	Commentary on milestones/targets (500 characters maximum)
To reduce the attainment gap between black and white students	PTS_1	Ethnicity	Percentage difference in degree attainment (1st and 2:1) between black and white students.	No	The access and participation dataset	2017-18	20%	19%	17%	15%	13%	10%	Despite low numbers in this group, our yearly milestones show our commitment to addressing the unexplained attainment gap over the lifespan of this Plan, in order to achieve equality of opportunity. To help us continue to make long-term meaningful progress in eliminating the overall gap, and to better understand the issues affecting attainment, we have set two pilot projects targeted specifically at black attainment in subject areas that have our highest student population from this group.
To reduce the gap in non-continuation for LPN students at Newcastle University	PTS_2	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	4%	3.5%	3.0%	2.5%	2.0%	1.0%	Our baseline (4%) is already better than the sector average, and we're seeking to reduce the gap to only 1% over the lifespan of this plan. Given our target (PTA_1) to increase the numbers of these students entering the University over this same time period, this is an extremely ambitious target. We do not expect progress to stop in 2025 and remain committed to ongoing work aiming to eradicate this gap.
	PTS_3												
	PTS_4												
	PTS_5												
	PTS_6												
	PTS_7												
	PTS_8												

Table 2c - Progression

Aim (500 characters maximum)	Reference number	Target group	Description	Is this target collaborative?	Data source	Baseline year	Baseline data	Yearly milestones					Commentary on milestones/targets (500 characters maximum)
								2020-21	2021-22	2022-23	2023-24	2024-25	
To reduce the gap in positive destinations for students from under-represented groups	PTP_1	Other	Percentage difference in positive destinations between students from any WP background and the overall University measures. WP groups include LPN Q1, BAME, Disabled, Mature and PARTNERS and Realising Opportunity students	No	Other data source	2016-17	5%	4.5%	4.0%	3.5%	3.0%	2.5%	Using the measure in this way allows us to measure the impact of our work across the students life cycle with the students who have experienced touch points with progression support from pre-entry to post graduation. It also allows us to see the impact across different WP populations giving us a larger data set and ensuring that the measures are meaningful at scale rather than disproportionately reflecting impact on a small number of individuals.
	PTP_2												
	PTP_3												
	PTP_4												
	PTP_5												
	PTP_6												
	PTP_7												
	PTP_8												