



## 2019-20 access and participation plan monitoring

### Provider impact report

This impact report summarises the progress made by University of Northampton, The against targets, objectives and written commitments set out in its 2019-20 access and participation plan. This document is a summary of information submitted by the provider to the OfS. This document is a self-report by the provider only and does not indicate any OfS assessment of compliance.

#### 1. Ambition and strategy

University of Northampton, The's ambition and strategy as detailed in the 2019-20 access and participation plan:

Widening Access ambition and strategy
---------------------------------------

The University's widening access activities continue to focus on improving access for young people and prospective mature students from wards within Northamptonshire that are within the lowest 40% IMD and those located in POLAR Q1 & 2 wards that are outside the defined IMD areas for the UniConnect programme. The University's approach is to collaborate with partner schools and the local authorities who work with us on shared delivery, data sharing, and evaluation. All activities are overseen by the University's Widening Participation Steering Group to ensure a joined-up approach to delivery, best practice sharing, and alignment with Uniconnect.

To achieve our widening participation the following medium-term outcomes were adopted:

1. To improve subject knowledge and performance in maths KS4, literacy KS2 and science KS3 in target schools.
2. Using GSE tools to increase levels of self-efficacy in those undertaking our programme of aspiration raising events,
3. Working closer with our LEP to fund The Enterprise Co-ordinator's targeted work
4. Provide HE guidance to parents/carers through resource development and engagement at school transition points
5. Address 'lifestyle' barriers to HE for mature students including collaboration with the Armed Forces Covenant programme lead, to engage those leaving the armed forces.

Our strategy builds on longstanding relationships established between the University, Employers, Cadets Forces, local schools and colleges and statutory stakeholders to promote apprenticeships amongst underrepresented demographics. This strategy identified two priorities:

1. Engaging with young people who are traditionally under-represented in Higher Education to inform, motivate and inspire them to consider alternative pathways to undertaking a higher education qualification.
2. Engaging employers across Northamptonshire to develop frameworks for Degree Level Apprenticeship and developing and enhancing Apprenticeship pathways is overseen by our Deputy Vice Chancellor (DVC).

The University's knowledge exchange commitment to supporting the economic development of Northamptonshire by supporting young people to flourish and learn, underpins our continued leadership in opening up opportunities for learning and skills development through greater collaboration with our Local Enterprise Partnership (SEMLEP) and the Local Education Authority.

The University's continued investment in the Higher Education Schools Engagement (HESE) team recognises the long term benefits the University sees in prolonged engagement in outreach from primary through to secondary school education in addressing barriers to social mobility and levelling up. Our overall aim is to improve levels of literacy, numeracy and STEAM related subject performance and improve aspiration to enter higher education to pursue such subjects.

The University is committed to the development of school leadership teams as a lever to improving attainment and inspiring young people to pursue higher education. The Vice Chancellor maintains his role at Silverstone UTC as Governor and The Dean of the Faculty of Arts, Science and Technology as a Trustee. To achieve this the University set the objective of increasing the engagement of academic colleagues and professional services staff to become school governors in partnership with National charity, Governors in Schools. The University also committed to delivering the county's Heads of Post 16 conference and to developing a series of subject focused networks to enhance collaborative working and best practice sharing across the county.

Finally, we aimed to continue to provide free access to some of our post graduate programmes to teachers in local schools to support the development of leadership capabilities and improve levels of attainment through professional development. In addition, we widened our PG tuition discounts to 50% for alumni looking to study targeted courses in health-related subjects as well as business and management programmes.

### Student Success and Participation

The University of Northampton (UON) has made progress against the majority of the student success and participation milestones and targets set in previous Access and Participation Plans (APP). The objectives set in this APP continues the focus made in previous Access Agreements and the wider University's wider equality, diversity, and inclusion (EDI) commitments. Despite the progress made, the University recognises the need to continue prioritising the challenge of accelerating improved performance in Black, Asian, and Minority Ethnic (BAME) attainment and graduate outcomes across all protected characteristics. In addition, an increased focus in providing appropriate support for students with disclosed disabilities to overcome barriers to graduate employment.

### Student Success and Participation Ambition and Strategy

After comprehensive consultation with the Student Union, it was agreed that the University's Participation Strategy should focus on improving attainment, continuation and progression for BAME students, given that the data showed significant gaps between BAME and White students performance across a significant number of undergraduate programmes. By addressing differential BAME outcomes across the student life cycle and by adopting an evidence-based student-centred approach we expect to see a positive impact across the student experience for all students through a more personalised provision of support.

In consultation with students and staff, UON has moved away from the use of the BAME acronym towards the term Global Ethnic Majority (GEM) in recognition of the contested nature of BAME. Our data analysis differentiates between Black, Asian and Mixed-race cohorts at multiple intersections rather than analysing data as one homogenous ethnic group separate from other influencers of disadvantage. This approach acknowledges the complexity of understanding the attainment gap by ethnic group, recognises that one size does not fit all and enables an institutional approach that addresses the barriers to success from a systemic perspective. Over the last five years our student demographic has significantly changed with proportion of GEM students more than doubling to 46.9% of our student body. With such a change we aimed to undertake a full review all aspects of our delivery and ensure that our provision meets the needs of all our students and to understand the issues faced by our GEM students that affected their success.

### Participation Activities

In the academic year 2017/18 the University undertook a full assessment of the student experience across the student life cycle applying the lens of GEM outcomes at multiple levels of disadvantage which led to the development of a 5-year institutional plan to address the barriers faced by these students. This plan was implemented in 2018/19 and continues to underpin the APP for 2019/20 and beyond. The priority activities fall within four priority themes which we wanted to reassess during the year. These were: -

1. Delivery of a UON inclusive pedagogy – the development and delivery of a programme of activities, supported by continued professional development focussed on enhancing inclusive practice through the curriculum including content development, delivery, assessment, and student experience.
2. Programme level initiatives – Investment was identified to support those programmes where the gaps in performance for GEM students is more than 10% compared to white students in student success, participation, and progression.
3. Student Union and Student Voice – Investment was provided to enhance the work of the Student Union's dedicated GEM officer and Student Experience officers who focussed on EDI.

4. Graduate Employability – The Graduate Employability Action Plan outlined the specific work that was identified to address the barriers faced by those groups identified as priorities in the APP.

#### Measures of Success for Participation

Our ambition was to arrest the negative trends identified against milestones and targets by the end of the period covered by this 2019-20 APP and bring our achievement in line with the expected milestone

#### Evaluation

The University completed a three-year research study undertaken through a PHD to develop a social impact matrix that would form the basis of the evaluation strategy for the APP. This led to the creation of a Theory of Change (ToC) that has been embedded into the 2020-25 APP and aligns to the University's commitment to report its social impact across all activities.

In the 2019-20 APP we committed to aligning all existing evaluation work to the ToC and set up the systems for data capture, reporting, and continuous improvement that would facilitate the effective evaluation of the investment. This included refining the basket of measures most appropriate to providing an effective indication of the direction of travel against the priorities, developing a baseline based on these indicators, and expanding the financial support evaluation to cover all aspects of the financial support package against priority groups identified in the APP utilising the Office for Students' financial support evaluation toolkit. In addition, we aimed to map the evaluative work being undertaken for localised initiatives to capture best practice and create a knowledge base of what works.

The evaluation strategy was to align with the existing Widening Access evaluation activities within the ToC utilising the same methodology adopted for evaluating the Uniconnect (UC) programme, Aspire Higher. The roll out of the Higher Education Access Tracker to record all non-UC activities within the county is to underpin the data capture and widening access evaluation. Information Sharing Agreements (ISA) were rolled out across our school partners and a collaborative agreement between the University and the Local Authority to maximise the data available and to gain the fullest collaboration in evaluating these activities across all partners.

Beyond monitoring outputs and outcomes, the inclusion of measures related to General Self Efficacy (GSE) and Wellbeing to measure the long-term learning gain impact of our activities on a longitudinal basis was required.

The overall aims were to: -

- A) Implement the systems and structures required to evaluate the APP activities across all elements of the student lifecycle against the agreed theory of change and ensure data flows, reporting, and baselines were in place by the year end.
- B) Address the governance arrangements for the APP and wider EDI commitment by reconstituting the Inclusive Student Experience Group (ISEG) into a formal committee that represented all aspects of the student experience including EDI accountability and APP oversight.
- C) Implement the financial support evaluation across all aspects of the financial support package and against protected characteristics.

## 2. Self-assessment of targets

The tables that follow provide a self-assessment by University of Northampton, The of progress against the targets approved in its 2019-20 access and participation plan.

Please note the tables contain only a summary of target milestones approved in 2019-20 access and participation plans. Full information can be found in **Table 8a – statistical targets and milestones** and **Table 8b – Other milestones and targets** of University of Northampton, The's 2019-20 [access and participation plan](#).

Any optional commentary provided against the targets is given in [Annex B](#).

### Statistical targets and milestones

Reference Number (lifecycle stage)	Description	Baseline year	Baseline data	2018-19 milestone	2019-20 milestone	Units of target	Comparison year	Actual performance in comparison year	Target self-assessment
T16a_01 (Access)	To maintain the proportion of English students from 0 - 20% quintile IMD	2012-13	15.2%	16.4%	16.8%	Percentage	2019-20	24.6	Expected progress
T16a_02 (Student success)	To increase the retention in year 1 of English students from 0 - 20% quintile IMD	2012-13	94.8%	95.3%	95.4%	Percentage	2017-18	87	Limited progress
T16a_03 (Student success)	To close the gap in Good Degree attainment between BME and White students	2012-13	17%	14%	13%	Percentage	2019-20	20.5	Limited progress
T16a_04 (Progression)	To close the graduate employment gap between students with disclosed disabilities compared to the national average for disabled students	2013-14	-11.1%	-4%	-3%	Percentage	2017-18	4.5	Expected progress
T16a_05 (Student success)	To increase the percentage of Good Degrees awarded to part time undergraduates	2012-13	42%	44.5%	45%	Percentage	2019-20	35	Limited progress
T16a_06 (Access)	To increase the number of part time undergraduate mature entrants	2012-13	1359	1450	1500	Please select	2019-20	332	Limited progress
T16a_07 (Access)	to increase the poportion of White Male First Year Undergraduate students from 0-20% quintile of the IMD	2014-15	28.9%	32%	33%	Percentage	2019-20	32.05	Limited progress
T16a_08 (Access)	To exceed LA Benchmark	2012-13	37.7% (benchmark 39.5%)	41%	42%	Percentage			

T16a_09 (Access)	Maintain performance to the LA benchmark for the participation of UK domiciled young first time undergraduates from low-participation neighbourhoods (POLAR 3)	2014-15	13.8% (benchmark 13.3%)	15%	15%	Percentage	2019-20	15.1	Expected progress
T16a_10 (Student success)	To close the Good Degree attainment gap between English students from 0 - 20% quintile IMD and the all Home student average	2013-14	13%	9%	8%	Percentage	2019-20	10.7	Limited progress
T16a_11 (Progression)	To close the male graduate employment gap between University students and the national average	2013-14	-10.1%	-6%	-5%	Percentage	2017-18	1.5	Expected progress
T16a_12 (Progression)	To close the graduate employment gap between University BME students and the national average for BME students	2013-14	-8.2%	-5.5%	-5%	Percentage	2017-18	-16.7	Limited progress
T16a_13 (Student success)	To reduce first year undergraduate withdrawal rates	2013-14	11.3%	9.3%	8.3%	Percentage	2019-20	10.5	Limited progress
T16a_14 (Student success)	To reduce the rate of continuation without progression	2013-14	4.2%	3.2%	2.7%	Percentage	2019-20	10.1	Limited progress

Other milestones and targets

Reference Number (lifecycle stage)	Description	Baseline year	Baseline data	2018-19 milestone	2019-20 milestone	Units of target	Comparison year	Actual performance in comparison year	Target self-assessment
T16b_01 (Access)	Number of young people attending in reach/summer school activities	2013-14	257	650	700	Headcount	2019-20	387	Limited progress
T16b_02 (Access)	Outreach with BME young people and adults	2013-14	136	285	300	Headcount	2019-20	315	Expected progress
T16b_03 (Access)	Number of students from within low socio-economic areas attending targetted activities	2013-14	124	520	650	Headcount	2019-20	637	Expected progress
T16b_04 (Access)	The number of University students engaged in a minimum 40 hours community outreach	2013-14	367	810	900	Headcount	2019-20	237	Limited progress
T16b_05 (Student success)	Number of mature learners engaged in Social Enterprise outreach of a minimum 40 hours	2013-14	79	300	350	Headcount	2019-20	118	Limited progress
T16b_06 (Progression)	One to one guidance appointments with mature learners in the community	2013-14	0	350	450	Headcount	2019-20	246	Limited progress
T16b_07 (Access)	Sustained work on primary STEM and /or literacy support for pupils within UN core schools criteria (number of pupils receiving a minimum of 2 hours support from a UN student)	2013-14	300	600	700	Headcount	2019-20	235	Limited progress
T16b_08 (Progression)	Number of BME students engaged in mentoring arrangements to improve attainment and/or employability	2014-15	35	100	120	Headcount	2019-20	136	Expected progress
T16b_09 (Student success)	Number of partnerships with third sector organisations providing support for students with protected characteristics	2013-14	5	65	80	Headcount			
T16b_10 (Progression)	Number of students in work placements /volunteering placements for a minimum of 40 hours within social enterprises	2013-14	57	450	600	Headcount	2019-20	210	Limited progress

T16b_11 (Progression)	Number of disclosed UK/EU BME students engaged in work placements/volunteering placements for a minimum of 40 hours within social enterprises	2013-14	29	200	250	Headcount	2019-20	110	Limited progress
T16b_12 (Progression)	Number of students from disadvantaged backgrounds (students from 0-40% quintile IMD) undertaking 40 hours paid internship/work experience in a social enterprise/voluntary sector or community group.	2014-15	0	200	250	Headcount	2019-20	197	Limited progress
T16b_13 (Progression)	Number of students from disadvantaged backgrounds (students from 0-40% quintile IMD) undertaking 40 hours voluntary work in a social enterprise, voluntary sector organisation, or community group	2014-15	0	200	225	Headcount	2019-20	180	Limited progress

### 3. Investment commitments

#### 3.1. Access and participation investment for the last audited year

Please note that some differences in predicted vs actual spend may be due to reporting differences between academic and financial years.

Financial year	2019-20		
	Predicted spend (£)	Actual spend (£)	Difference (ppt)
Access investment	£274,000.00	£2,026,000.00	639%
Financial Support	£2,426,500.00	£3,428,000.00	41%

### 4. Action plan

Where progress was less than expected University of Northampton, The has made the following commitments to increase the rate of progress against their targets.

Reference Number	Steps that will be taken in the future to make expected progress against target
T16a_02	<p>Implementation of a revised mentoring offer to students in all years from 2021-22 onwards.</p> <p>Learning development mentors in place for Sept 2021. 2nd and third year mentors focussing on BAME &amp; White males attainment.</p> <p>The continued focus and review of the Financial Evaluation research project.</p> <p>The transition into HE project to be rolled out, and a full review of welcome and induction week activities to be undertaken. A review of Level 4 provision will be undertaken 2021-22.</p> <p>Staff development opportunities within the C@NDO programme to develop mixed ability teaching strategies.</p> <p>Staff CPD to understand the range of qualifications students enter courses with and the nature of their transition.</p> <p>A Review of qualifications/tariff on entry, ethnicity, gender, qualification pathway (Btec/A Level), entry route (clearing) and learning disability for L4 students onto the BSc Sport and Exercise degree to identify progression, withdrawal and continuation data patterns. The intended outcome is the development of information that will inform PTs, Module leads and programme leads of the support needed to aid student progression and attainment.</p>

T16a_03	<p>Engage all staff in academic development sessions including integration with Personal Tutoring.</p> <p>Learning Development Mentors will be introduced from Sept 2021. These will be L5 and 6 students working with students from BAME backgrounds to improve attainment and help close the attainment gap</p> <p>The intergrated learner support model is to be reviewed and amended to deliver positive impacts in line with investment. The Learner Analytics tool to be rolled out across all students and integrated into the personal tutoring process.</p> <p>A review of qualifications/tariff on entry, ethnicity, gender, qualification pathway (Btec/A Level), entry route (clearing) and learning disability for L4 students onto the BSc Sport and Exercise degree to identify progression, withdrawal and continuation data patterns. The intended outcome is the development of information that will inform PTs, Module Leads and Programme Leads of the support needed to aid student progression and attainment.</p> <p>A Virtual Learning Environment pilot module review within the Faculty of Business and Law to ensure inclusiveness of curriculum materials</p>
T16a_05	<p>Engage all staff in academic development sessions around Personal Tutoring.</p> <p>Implementation of a revised mentoring offer to students in all years from 2021-22 onwards.</p> <p>Introduction of enhanced support through mentoring services, and adapt the ILS model to be appropriate for all students, embedded fully within programmes.</p> <p>Identification of and address non-educational barriers to success e.g. by working with the timetabling team to block teaching and reduce commuting/childcare costs, supporting the ability to work alongside studying. Student success mentors to provide targeted interventions</p>
T16a_06	<p>We will be launching our support to business offer to local employers offering continued professional development and access to higher education qualifications as micro credentials, enhanced distance learning and weekend teaching models. We will also be tailoring our development of apprenticeship offered towards mature students.</p> <p>Identification of and address non-educational barriers to success e.g. by working with the timetabling team to block teaching and reduce commuting/childcare costs, supporting the ability to work alongside studying</p>
T16a_07	<p>We are working with STEM Learning within the East of England and Northamptonshire on their "Enthuse Programme" as well as developing a National Lottery Heritage funded project to develop specific programmes that will address white working class cohorts.</p> <p>Staff CPD to understand the range of qualifications students enter courses with and the nature of their transition.</p> <p>Introduction of short on campus accommodation lets of 7 days minimum stay lowering to 2 days in the future designed for commutor students and students on low incomes.</p>

T16a_10	<p>Engage all staff in academic development sessions around Personal Tutoring.</p> <p>Implementation of a revised mentoring offer to students in all years from 2021-22.</p> <p>Learning Development Mentors will be in place for Sept 2021. These will be L5 and 6 students working with students from White and BAME backgrounds to improve attainment and help close the attainment gap.</p> <p>The University took an institutional approach by undertaking a full review of mentoring and the current provision with a view to redesigning the mentoring offer to students for implementation in 2021-22 including; the development of academic practice mentors as part of the Learning Library Services offer, a review of alumni engagement and a reposition of our employability engagement to enable local employers to provide 1:1 support for targeted students.</p> <p>Introduction of short on campus accommodation lets of 7 days minimum stay lowering to 2 days in the future designed for commutor and students on low incomes</p>
T16a_12	<p>Registering and joining the Black Young Professional network/mentoring platform for black young professionals.</p> <p>Researching external leadership and skills workshops targeted towards BAME male cohorts.</p> <p>Working with employers to develop a shared understanding of the EDI barriers to graduate recruitment.</p> <p>Currently investigating a number of platforms providing CIAG to students from BAME backgrounds.</p>

T16a_13	<p>The Personal Tutor programme - The process to identify students with low or no engagement who are at risk of withdrawal or termination of studies, referred to as 'Academic Crisis' will be fully implemented in the 2020-21 using data taken from LEARN which has been updated to include more reliable data streams. The Personal Tutor team are currently considering types of intervention that should be offered and the initial focus for 2020-21 will be to balance effectiveness of intervention with existing staffing resources and capacity.</p> <p>Implementation of a revised mentoring offer to students in all years from 2021-22 onwards.</p> <p>Learning Development mentors in place for Sept 2021. 2nd and third year mentors focussing on BAME &amp; White males attainment.</p> <p>A review of level 4 provision will be undertaken and the roll out of the Transition into HE MOOC which will also identify motivations for student attendance in HE. Improved data sharing and interdepartmental collaboration will also be encouraged.</p> <p>Staff development opportunities within the C@NDO programme to develop mixed ability teaching strategies.</p> <p>Staff CPD to understand the range of qualifications students enter courses with and the nature of their transition.</p> <p>A Review of qualifications/tariff on entry, ethnicity, gender, qualification pathway (Btec/A Level), entry route (clearing) and learning disability for L4 students onto the BSc Sport and Exercise degree to identify progression, withdrawal and continuation data patterns. The intended outcome is the development of information that will inform PTs, Module leads and programme leads of the support needed to aid student progression and attainment.</p>
T16a_14	
T16b_01	<p>Uniclub has been replaced with an e-learning suit of resources, lead by PGR student recorded delivery. Changemaker Student Award has been redesigned to circumvent school councils mixing across bubbles as schools return. Debating workshop and video stimuli written and available to all county schools online through the Uniconnect Hub website. Resource showcased at Head of Post 16 meeting, March 2021. Well-being resources sent out and signposted to all primary and secondary schools in the county. Online delivery of Staff CPD mental health programme. Staff networks and subject networks all online across the year e.g. Head of 6th 3x this year for 1 hour after school via Teams. Big Bang STEAM event, Women into STEAM and Higher Education days all online and available to all schools across the county and within the Uniconnect consortium throughout the Summer 2021. Learning resources samples sent physically to all schools primary and secondary as well as within a 12 days of christmas daily email resource and consequent weekly emails. SEMLEP Enterprise Co-ordinator continues to be funded by UC funding and supports staff CPD and online events.</p>

T16b_04	<p>The redesign of the University's Employability Plus awards (Bronze to Gold) during the pandemic has enabled students to use and record the hours they have worked either in a voluntary role within the community or a paid format to contribute to the achievement of their Employability award which in turn will impact on their graduate outcomes. We have also included a reflection appointment which allows us to review the learning gain of the experience as well as hours recorded. Our 2020-21 APP identifies as one of its outputs "To close the gap between white (All FT UG) students and Black (All FT UG) students to 0% by 2023-24" and is addressed by monitoring and developing the "% of students completing an Employability Plus award (LS 4-6)</p> <p>a/Black students IMD Q3 to Q5 b/ all students from IMDQ1 &amp; Q2"</p>
T16b_05	<p>The redesign of the University's Employability Plus awards (Bronze to Gold) during the pandemic has enabled students to use and record the hours they have worked either in a voluntary role within the community or a paid format to contribute to the achievement of their Employability award which in turn will impact on their graduate outcomes. We have also included a reflection appointment which allows us to review the learning gain of the experience as well as hours recorded. Our 2020-21 APP identifies as one of its outputs "To close the gap between white (All FT UG) students and Black (All FT UG) students to 0% by 2023-24" and is addressed by monitoring and developing the "% of students completing an Employability Plus award (LS 4-6)</p> <p>a/Black students IMD Q3 to Q5 b/ all students from IMDQ1 &amp; Q2"</p>
T16b_06	
T16b_07	<p>Online delivery is planned for the whole of the year 2020-21. Weekly ecoms to target schools with a resource and engagement opportunity focus. Working with University of Bedfordshire and Hertfordshire to run and develop a primary focus HE week across the UC consortium. Learning resources sent out by post to ALL target primary schools (Science, SPAG &amp; Maths KS2/KS4 resources) UON is the Skills Builder resource funder for 3 x target primary schools.</p>
T16b_10	<p>The redesign of the University's Employability Plus awards (Bronze to Gold) during the pandemic has enabled students to use and record the hours they have worked either in a voluntary role within the community or a paid format to contribute to the achievement of their Employability award which in turn will impact on their graduate outcomes. We have also included a reflection appointment which allows us to review the learning gain of the experience as well as hours recorded. Our 2020-21 APP identifies as one of its outputs "To close the gap between white (All FT UG) students and Black (All FT UG) students to 0% by 2023-24" and is addressed by monitoring and developing the "% of students completing an Employability Plus award (LS 4-6)</p> <p>a/Black students IMD Q3 to Q5 b/ all students from IMDQ1 &amp; Q2"</p>

T16b_11	<p>Due to Covid such opportunities have been restricted with volunteering and Social Enterprise particularly impacted along with other key industry sectors. Our whole provision moved online and will continue to be so for the summer of 2021. We have amended our Employability Award to include these opportunities when available and are a route to completion of the award and improved Graduate Outcomes. During the pandemic period 2020-21 we have also provided, and will continue to provide, employability award "boot camps" for students who have been unable to secure work/volunteering opportunities and therefore receive their experiential learning. The bootcamps provide a comprehensive development package for the student that is assessed on learning outcomes and the individual gain for a student.</p>
T16b_12	<p>The redesign of the University's Employability Plus awards (Bronze to Gold) during the pandemic has enabled students to use and record the hours they have worked either in a voluntary role within the community or a paid format to contribute to the achievement of their Employability award which in turn will impact on their graduate outcomes. We have also included a reflection appointment which allows us to review the learning gain of the experience as well as hours recorded. Our 2020-21 APP identifies as one of its outputs "To close the gap between white (All FT UG) students and Black (All FT UG) students to 0% by 2023-24" and is addressed by monitoring and developing the "% of students completing an Employability Plus award (LS 4-6) a/Black students IMD Q3 to Q5 b/ all students from IMDQ1 &amp; Q2"</p>
T16b_13	<p>The redesign of the University's Employability Plus awards (Bronze to Gold) during the pandemic has enabled students to use and record the hours they have worked either in a voluntary role within the community or a paid format to contribute to the achievement of their Employability award which in turn will impact on their graduate outcomes. We have also included a reflection appointment which allows us to review the learning gain of the experience as well as hours recorded. Our 2020-21 APP identifies as one of its outputs "To close the gap between white (All FT UG) students and Black (All FT UG) students to 0% by 2023-24" and is addressed by monitoring and developing the "% of students completing an Employability Plus award (LS 4-6) a/Black students IMD Q3 to Q5 b/ all students from IMDQ1 &amp; Q2"</p>

## 5. Confirmation

University of Northampton, The confirms that:

Student engagement	
Have you worked with your students to help them complete the access and participation plan monitoring student submission?	
Yes	
Have you engaged with your student body in the design, evaluation, and monitoring of the plan?	
Yes	
Verification and sign off	
University of Northampton, The has confirmed that the information included in this impact report is accurate, that it has been compiled in line with OfS guidance, and that it is being submitted on behalf of the governing body of the provider.	
Yes	
Accountable officer sign off	
Name	Professor Nick Petford
Position	Vice Chancellor

## Annex A: Commentary on progress against targets

University of Northampton, The's commentary where progress against targets was less than expected.

<b>Target reference number: T16a_02</b>
<b>How have you met the commitments in your plan related to this target?</b>
<p>Yes- Inclusive Practice -The Decolonising Education, Learning, Teaching and Assessment (DELTA) was set up to ensure an inclusive, relevant and engaging curriculum that informs teaching and student learning and meets bi-monthly. Data was applied to understand continuation, attainment, progression and achievement gaps and inform subject/programme level initiatives. The C@NDO academic CPD programme focussed on inclusion and diversity and has supported the development of targeted curriculum developments.</p> <p>Programme level interventions include:</p> <p>Fashion - Research into Understanding the Relationship between Retention, Progression, Continuation, the Ethnicity Award Gap - Art and Design Students of Colour developed the Graduate Fashion Foundation Culture and Heritage Award.</p> <p>Psychology - Reviewed module data (transition between year 1 and year 2) to address the BAME attainment gap through targeted interventions to sustain assignment A/B grades.</p> <p>Business and Law – Employer and alumni networking events were run and Student Success Mentors provided targeted intervention/support for students that were disengaging, not submitting assessments, or were achieving fail grades. Funding a student to undertake a PhD on BAME student engagement/success.</p> <p>Targetted engagement of the Personal Tutor (PT) structure to develop relationships, confidence and trust. “Student Story” activity focussed on protected characteristics to build confidence and insight as well as identifying successful role models. Early PT engagement sessions to avoid G grades and withdrawals as well as recorded catchup films to prevent students falling behind. Timetables adjusted for mature students.</p> <p>NSU BAME Sabbatical Officer led a series of events for Black History Month, external speaker events focussing on raising aspiration and exploring issues faced by students were run throughout the year. Over 400 Student Union course/subject advocates provided feedback from student voice to develop campaigns and lobby the university on issues faced by students which led to policy changes and improvements in service provision. Continuation activities focussed on improving academic practice, academic appeals and contract cheating. The NSU BAME Officer supported BAME attainment initiatives and informed practice across the NSU sabbatical posts.</p> <p>The PT programme from Integrated Foundation Year through Level 4 to L5 has shown improvements in engagement and outcomes for students e.g. improvement in the % of students who felt that their PT supported their academic progress and university experience.</p> <p>The University undertook a full review of mentoring and instigated a redesign process to improve access and impact for implementation in 2021-22 academic year. The development of academic practice mentors as part of the Learning Library Services offer was completed.</p> <p>Term time residence - due to pandemic the opportunity to implement term time residence in 2019-20 was superseded by the need to ensure a Covid19 free campus for students in halls and facilitate F2F teaching.</p>

Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?

Yes - A new post of Head of Access and Participation was appointed from January 2021  
The APP has been embedded into the 3-5 year Faculty Business Plans.  
Inclusive student experience Group has been reformed as the Students EDI Forum chaired by the Deputy Vice Chancellor. BAME attainment, as well as addressing gaps in continuation, attainment and progression are the priorities for the Forum.  
Restructure of internal data dashboards to present APP and EDI data in the format of the APP Theory of Change (ToC) accessible to all staff .  
A programme of APP awareness sessions have been introduced at institutional and subject level to improve understanding of the APP and theory of change.  
The financial support evaluation has been rolled out to include all financial support provision and its impact on APP target groups and to inform budgeting.  
The APP Governance Group has been created to monitor progress against objectives within our APP and to recommend continuous improvements to the Student EDI Forum and Management Team.  
The APP is embedded within the Graduate Employment Plan, Employer Engagement Plan, Faculty Business Plans, Departmental Plans, Research Plan, and Knowledge Exchange Concordate. The Mental Health Day, usually held on campus instead of being cancelled due to lock down 3, was held virtually in early March 2021 with a YouTube channel, live chat, video resources from UON and external partners

**Target reference number: T16a\_03**

How have you met the commitments in your plan related to this target?

Yes - to ensure against an approach that would lead to grade inflation, UON focussed on curriculum development, assessment and access to learning resources and support to address attainment. Anonymous marking was introduced to support our second marking and external examiner moderation of grades approach. The DELTA group developed recommendations to ensure an inclusive, relevant and engaging curriculum that informs teaching and learning. New academic personal development were embeded within C@N-DO staff workshops. A series of monthly sessions 'Discovering issues in Decolonisation at Northampton' have also been run. Staff development, via C@N-DO included sessions on teaching mixed ability groups. The GEM staff forum ran a 'black in the ivory' conference to focus attention on BAME attainment and the lived experience of staff and students from BAME backgrounds.  
Programme level initiatives included:  
Journalism and Media - An investigation into BAME attainment, exploring the factors that impact on low grades of BAME students with recommendations built into faculty plans.  
Psychology - A collaborative decolonisation project working with students across undergraduate programme to make the curriculum more responsive.  
Fashion - Research into Understanding the Relationship between Retention, Progression, Continuation, the Ethnicity Award Gap and Art and Design Students of Colour at the University of Northampton was funded through the Learning and Teaching grants scheme. The recommendations are to be funded in coming years  
Business and Law – Employer and alumni networking and research skills to over 5000 students.

Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
<p>The Head of Access and Participation has been appointed from January 2021 to champion, monitor and track all APP objectives.</p> <p>The APP has been embedded into Faculty Business Plans with clear targets and focus on BAME attainment.</p> <p>Deputy Vice Chancellor is focusing investment and KPIs on improving BAME attainment, gaps in continuation, attainment and progression.</p> <p>Restructure of internal data dashboards is preparing the institution to move towards the Theory of Change highlighted within the 2020-21 APP.</p> <p>The evaluation of financial support highlighted the value of the student support package in enabling all students to access the curriculum however barriers to accessing hardship funding and financial guidance we also identified. A programme of profile raising and streamlining the application process has been developed to assist students who feel stigmatised due to religious or cultural perceptions of accessing financial support. We undertook a review of student take up of learner support and academic skills programmes and identified that black males are less likely to access support and we have revised the integrated learner support offer to improve take up.</p>

<b>Target reference number: T16a_05</b>
How have you met the commitments in your plan related to this target?
<p>Yes - DELTA, initiated in the 2018-19 academic year is the cross-university group who meet bi-monthly and at subgroup level monthly, to champion research and staff CPD to develop an inclusive, relevant and engaging curriculum that informs teaching and student learning, using data that identifies continuation, attainment and progression achievement and gaps aligned to the APP. Staff development was also offered across the university via C@N-DO, focussed on the development of teaching mixed ability groups.</p> <p>Various programme level interventions have addressed this APP objective:</p> <p>Psychology – A decolonisation project, collaboratively working with students across the undergraduate programme to make the curriculum more responsive, has included a the introduction of a new session on 'Hidden Disabilities'.</p> <p>Business and Law – Employer and alumni networking, Student Success Mentors to provide targeted intervention/support for students that are disengaging, not submitting assessments, getting fail grades.</p> <p>The Personal tutoring programme across the university from Foundation Stage to L5 has shown within its annual review, improvements in engagement and outcomes for students from BAME backgrounds</p>
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
<p>Funding was allocated for the recommendations of reviews and research carried out in 2019-20 to pilot new approaches. LEARN has been updated to capture more accurate engagement data to enable greater targeting of support. Our Active Blended Learning (ABL) model enabled lectures to maintain contact with students during lock down and signpost students to support so they did not fall behind. Extra academic skills workshops were made available and students who did not have appropriate laptops and software were provided with loan machines and access to software.</p>

<b>Target reference number: T16a_06</b>
How have you met the commitments in your plan related to this target?
<p>Actions in previous APPs have not made significant impact on this target. UON has undertaken a strategic review of its approach to engaging mature students which will be implemented from 2021. However, our performance mirrors national trends. We will continue to undertake activities and monitor progress against this target as part of our wider EDI plans.</p> <p>Work continues to support prospective mature students from a military background (including spouses) into HE through our engagement with armed services regular and reservists' groups in the county and as a signatory of the Local Authority led Armed Forces Covenant.</p> <p>Programme level interventions including targeted financial support for military spouses, and improved declaration of status.</p>
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
<p>UON consulted with employers to explore the market and appropriateness of micro credentials as a bespoke offer for this group of potential students. A working group looking at the market and prospects for such an offer was formed. We have also developed a number of employer networks to develop CPD offers and we are working closely with the LEP and the skills agenda to open up new pathways for mature part-time study.</p> <p>.</p>

<b>Target reference number: T16a_07</b>
How have you met the commitments in your plan related to this target?
<p>We have continued to deliver the commitments in the APP through targeting activities and opportunities to schools hosting over 50% of our target cohorts as well as engaging with parents through the development and distribution of Higher Education resources. Primary and secondary schools have signed up to the learning agreement to use English and Maths learning resources and we have continued to fund 50% of the role of the SEMLEP/CEC Enterprise Co-ordinator working in target schools. General Self-efficacy continues to be a measure by which we evaluate our programme opportunities and working closely with the Armed Forces Covenant representative from the Local Authority, we are extending our impact on schools who host children from Military families through an action plan.</p>
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
<p>We have aligned this APP objective with our wider UniConnect activities as there is significant overlap between the IMD Q1 and Polar 4 Q1 areas, delivering a coordinated plan of targeted support. Faculty representatives report termly to the Head for Access and Participation on progress towards Access objectives.</p> <p>An APP Governance Group to monitor progress against objectives within our 5-year APP is in place and has senior management representation across professional and</p>

academic services.

Restructure of internal data dashboards is preparing the institution to move towards the Theory of Change (ToC) highlighted within the 2020-21 APP.

We continue to fund the Careers and Enterprise adviser with the LEP to work with schools to create pathways into HE.

**Target reference number: T16a\_10**

How have you met the commitments in your plan related to this target?

This category of student attainment is complex and sits at the intersection of many other protected characteristics. For this reason, many of the initiatives that target other target groups impact on this group. i.e. BAME, Male/female, disabilities. The largest influence on this milestone is BAME attainment as a large proportion of our students from BAME backgrounds come from IMD Q1 and 2. That said, we have undertaken all of the support measures identified in the APP. The challenge is the lack of take up by this group of these services, and the impact of being commuter students. We promote all support services through the student hub and for new students we include information as part of the application and enrollment processes.

The Personal tutoring programme across the university from Foundation Stage to L5 has shown improvements in engagement and outcomes for students and PTs. For example, there was an improvement in the % of students who felt that their PT supported their academic progress and university experience.

ILS was rolled out across foundation to level 5 to provide in curriculum access to academic skills development and direct support through the Library and Learning Services.

Term time residence - due to pandemic the opportunity to implement term time residence in 2019-20 was superseded by the need to ensure a Covid19 free campus for students in halls and facilitate F2F teaching. The decision was taken that as soon as practical and government guidance permits, the implementation of flexible accommodation policies to include short term lets and overnight stays and weekly accommodation to meet student's needs would be actioned.

Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?

Anonymous marking was introduced. A new approach to Welcome and Induction Week was trialled which targeted learner support at programme level and as part of the curriculum. The review of financial support made recommendations for new categories of bursaries aimed at high cost programmes such as the arts where material costs can be prohibitive.

**Target reference number: T16a\_12**

How have you met the commitments in your plan related to this target?

NSU BAME Sabbatical Officer led a number of events for Black History Month in October 2019, external speaker events running throughout the year. 400+ NSU course/subject advocates use feedback from student voice to develop campaigns. Campaigns focussed on attainment were centred around academic practice, academic appeals and contract cheating. The BAME Officer within the NSU was successfully

funded by the APP and supporting BAME attainment through all other NSU sabbatical posts.

Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?

A programme of intensive support was delivered through the pandemic aimed at addressing barriers to employability for BAME students. Our Time 2 grow programme supported 159 BAME graduates with job search and internships, and we worked with the GEM staff network to understand the barriers to BAME employability in graduate roles. A proposal for the JEWELs programme to be rolled out in 2020-21 was developed to provide bespoke careers and employability support linked to mentoring and role model support.

**Target reference number: T16a\_13**

How have you met the commitments in your plan related to this target?

yes - the rollout of the learner analytics tool LEARN enabled the identification of students who were not engaging or had low engagement with their studies. This was a pilot year with full roll out expected 2020-21. A full programme Welcome Week and Induction activities was delivered, and the Integrated Learner Support model enable support to be provided in curriculum. We worked with partner colleges to support students studying with them in the transition to HE. The Transition to HE initiative was delivered to create a pilot platform that was tested with a number of new intake students. The learning from this is to be rolled into version 2 from 2020-21. Personalised videos and emails were sent to students by the VC and DVC, and subject and programme leads delivered a programme of 'keeping in touch' interactions to support return to studies.

Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?

A whole programme of support, activities, and interventions were delivered through the pandemic to keep students engaged and motivated. Key here was maintenance of positive wellbeing, including support groups, the NSU networks, and 'keep in touch' where staff reached out to students to make sure they were well. Academic staff delivered ABL learning and teaching that offered students a minimum of 2 hours face to face remote learning, and whilst learning and teaching was switched online, this was supported by lecturer intervention and interaction. All support services were promoted as online alternatives to drop ins and asynchronous and synchronous learning opportunities provided.

**Target reference number: T16a\_14**

How have you met the commitments in your plan related to this target?

Despite this being a milestone for a number of years, no significant progress has been made and rather than continue with addressing this in traditional ways, UON took the view that a new approach was needed that addressed the structural causes. A review of learning development identified a high % of non submissions which led to poor grades and continuation without progression. As part of the response to Covid, regulations

were reviewed and recommendations suggested to address this issue. There is no desire to instigate grade inflation, so a programme was developed to enable every student to pass modules first time everytime. This is planned for piloting in 2020-21.

Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?

Implementation of the student success plan which requires a subject level focus on student success. The promotion of learning support services, Transition into HE support, a greater focus on the 'rules of the game' so all students understand what is expected, and integrated online support within the VLE.

**Target reference number: T16b\_01**

How have you met the commitments in your plan related to this target?

The various commitments within the APP have been addressed either through continued engagement or amended engagement. The UNiClub programme was started prior to national lockdown in March 2020 with the on campus day completed. In-school delivery was cancelled due to school closures from March 23rd 2020. Changemaker Student Awards for primary and secondary aged children, 6 schools engaged before Christmas 2019, but did not complete due to school closures. #IDEK GCSE options active theatre assembly tour across 10 secondary schools was in place for the autumn term of 2019. Local Authority (LA) Armed Forces Covenant colleague was redeployed within the LA but provided resources to all primary and secondary schools in the county to support teachers understand the need for children and military families to disclose. Staff/Teacher CPD in mental health, post 16 networks and other subject networks went ahead prior to the school closures and some online during school closures. Summer school in-reach activities focused on Science Technology Engineering Arts and Mathematics (STEAM) including Women Into Science & Engineering was cancelled due to school closures. Providing learning and HE resources to primary and secondary schools in the core subjects was provided and schools requested them during lockdown for their key worker children. Our part funded Enterprise Co-ordinator (SEMLEP) continued to offer online business presentations for target schools. We offered all our target Widening Access secondary schools all the resources available through our Uniconnect partnership as did our two other HEI partners in their own counties.

Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?

Development of the online debating workshop in collaboration with a Head of 6th form at Kingswood Secondary School in Corby. Wellbeing resources sent out and signposted to all primary and secondary schools in the county. Online delivery of Staff CPD mental health programme. Staff networks and subject networks all online across the year e.g. Head of 6th July 2020. Big Bang event postponed from Feb to July in 2020 in the hope of lockdown ending. Then cancelled. A collaborative online event "Stepping into HE" for year 12/13 was delivered across the Uniconnect (UC) partnership with WA and UC teams contributing and targeting schools. Resource signposting to the UC Hub website for learning resource and opportunities.

**Target reference number: T16b\_04**

<b>How have you met the commitments in your plan related to this target?</b>
Due to covid and students not being on campus and the ability for the Social Enterprise sector to support students during the pandemic meant that we were unable to supply students and/or have a significant number of opportunities available. However, students did undertake their own initiatives as outlined in the Covid response document (Supporting document 01 Covid response Report)
<b>Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?</b>
The #ChangemakerAction call to action linked directly with the county covid response #NorthantsTogether. The process of linking our students with #NorthantsTogether was supported by Voluntary Impact Northants, The University's student communications team and The UON News Team developed communications to encourage our students to get involved and volunteer locally or in their home areas. Students studying on professional Health courses, in consultation with academic subject teams, practically supported the NHS frontline delivery need throughout the pandemic.

<b>Target reference number: T16b_05</b>
<b>How have you met the commitments in your plan related to this target?</b>
Due to covid and students not being on campus and the ability for the Social Enterprise sector to support students during the pandemic meant that we were unable to provide opportunities. However, our mature students, particularly in health related courses, offered volunteer time to assist on Hospital wards and support the NHS's response to the pandemic. Due to the nature of the pandemic response we have been unable to qualify numbers involved.
<b>Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?</b>
The #ChangemakerAction call to action linked directly with the county covid response #NorthantsTogether. The process of linking our students with #NorthantsTogether was supported by Voluntary Impact Northants, The University's student communications team and The UON News Team developed communications to encourage our students to get involved and volunteer locally or in their home areas. Students studying on professional Health courses, in consultation with academic subject teams, practically supported the NHS frontline delivery need throughout the pandemic

<b>Target reference number: T16b_06</b>
<b>How have you met the commitments in your plan related to this target?</b>
Our student recruitment franchise "Unitemps" agency were able to support 246 external candidates from the community into internal or external roles during the period each one receiving a work readiness careers programme. Number of placements was 4758 involving 2117 different students. 152 students were placed on Furlough. 79 students attended the "Work Readiness Programme".

Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?

<b>Target reference number: T16b_07</b>
How have you met the commitments in your plan related to this target?
All Science based opportunities were postponed and then cancelled when school closures continued into the summer term of the academic year. Planned opportunities that were in place for summer 2020 were KS2 and KS3 on campus Higher Education days, Big Bang STEAM event, Heritage programme and campus tours with students ambassadors.
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
No on campus events were able to be delivered for the remainder of the year. Online opportunities were focussed in conjunction with the Uniconnect team for year 12 and 13 student cohorts. We engaged with our 1st online event in July 2020 which was very successful and has been the precursor to another 4 online events for year groups (including primary cohorts in the Women into Science and Engineering, which also encompassed boys) across 2020-21. Resource and signposting comms were sent to all primary and secondary schools across the summer term of 2020 to support home learning and engagement of children. A significant % of the resources signposted were wellbeing and STEAM focussed.

<b>Target reference number: T16b_10</b>
How have you met the commitments in your plan related to this target?
Due to covid and students not being on campus and the ability for the Social Enterprise sector to support students during the pandemic, meant that we were unable to supply students and/or have a significant number of opportunities available. However, students did undertake their own initiatives as outlined in the Covid response document (Supporting document 01 Covid response Report)
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
The #ChangemakerAction call to action linked directly with the county covid response #NorthantsTogether. The process of linking our students with #NorthantsTogether was supported by Voluntary Impact Northants, The University's student communications team and The UON News Team developed communications to encourage our students to get involved and volunteer locally or in their home areas. Students studying on professional Health courses, in consultation with academic subject teams, practically supported the NHS frontline delivery need throughout the pandemic

<b>Target reference number: T16b_11</b>
---

How have you met the commitments in your plan related to this target?
Due to covid and students not being on campus and the ability for the Social Enterprise sector to support students during the pandemic meant that we were unable to supply students and/or have a significant number of opportunities available. However, students did undertake their own initiatives as outlined in the Covid response document (Supporting document 01 Covid response Report)
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
The #ChangemakerAction call to action linked directly with the county covid response #NorthantsTogether. The process of linking our students with #NorthantsTogether was supported by Voluntary Impact Northants, The University's student communications team and The UON News Team developed communications to encourage our students to get involved and volunteer locally or in their home areas. Students studying on professional Health courses, in consultation with academic subject teams, practically supported the NHS frontline delivery need throughout the pandemic

<b>Target reference number: T16b_12</b>
How have you met the commitments in your plan related to this target?
Due to covid and students not being on campus and the ability for the Social Enterprise sector to support students during the pandemic meant that we were unable to supply students and/or have a significant number of opportunities available. However, students did undertake their own initiatives as outlined in the Covid response document (Supporting document 01 Covid response Report)
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
The #ChangemakerAction call to action linked directly with the county covid response #NorthantsTogether. The process of linking our students with #NorthantsTogether was supported by Voluntary Impact Northants, The University's student communications team and The UON News Team developed communications to encourage our students to get involved and volunteer locally or in their home areas. Students studying on professional Health courses, in consultation with academic subject teams, practically supported the NHS frontline delivery need throughout the pandemic .

<b>Target reference number: T16b_13</b>
How have you met the commitments in your plan related to this target?
Due to covid and students not being on campus and the ability for the Social Enterprise sector to support students during the pandemic meant that we were unable to supply students and/or have a significant number of opportunities available. However, students did undertake their own initiatives as outlined in the Covid response document (Supporting document 01 Covid response Report)
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?

The #ChangemakerAction call to action linked directly with the county covid response #NorthantsTogether. The process of linking our students with #NorthantsTogether was supported by Voluntary Impact Northants, The University's student communications team and The UON News Team developed communications to encourage our students to get involved and volunteer locally or in their home areas. Students studying on professional Health courses, in consultation with academic subject teams, practically supported the NHS frontline delivery need throughout the pandemic

## Annex B: Optional commentary on targets

University of Northampton, The's commentary on any of the targets listed in [Section 2](#).

Reference Number	Optional commentary
T16a_01	This Objective continues into our APP for 2020-25 however focusses on increasing the % of white male students from IMD 0-40%
T16a_02	Following a full review of the data in 2019 it was agreed that this objective would not be included into the APP for 2020-25 but forms part of our wider EDI commitment
T16a_03	
T16a_04	It is very difficult to compare our progress against this objective, as the national data sets we are comparing ourselves against are not available on the OfS data dashboard, as they have been paused due to the Covid19 pandemic. Our internal GO data for 2017-18 shows that UON disabled students have a higher graduate employment rate than UON non-disabled graduates. This target is not continuing into our APP for 2020-25 but forms part of our wider EDI commitment
T16a_05	Following a full review of the data in 2019 it was agreed that this objective would not be included into the APP for 2020-25 but forms part of our wider EDI commitment
T16a_06	Following a full review of the data in 2019 it was agreed that this objective would not be included into the APP for 2020-25 but forms part of our wider EDI commitment
T16a_07	This Objective continues into our APP for 2020-25 however focusses on increasing the % of white male students from IMD 0-40%
T16a_08	
T16a_09	This Objective continues into our APP for 2020-25 however focusses on increasing the % of white male students from IMD 0-40%
T16a_10	This Objective continues into our APP for 2020-25 however focusses on closing the gap between students from IMD Q1 and Q5
T16a_11	It is very difficult to compare our progress against this objective, as the national data sets we are comparing ourselves against are not available on the OfS data dashboard, as they have been paused due to the Covid19 pandemic. Our internal GO data for 2017-18 shows that UON male students have a higher graduate employment rate than UON female graduates. Following a full review of the data in 2019 it was agreed that this objective would not be included into the APP for 2020-25

T16a_12	It is very difficult to compare our progress against this objective, as the national data sets we are comparing ourselves against are not available on the OfS data dashboard, as they have been paused due to the Covid19 pandemic. Our internal GO data for 2017-18 shows that UON white students have a higher graduate employment rate than UON BAME graduates and we know that although this is towards the bottom of the sector, considerable work is in place to address the gap. This issue remains a prime focus for UON and all initiatives outlined in the APP have been undertaken.
T16a_13	Following a full review of the data in 2019 it was agreed that this objective would not be included into the APP for 2020-25 but forms part of our wider EDI commitment
T16a_14	Following a full review of the data in 2019 it was agreed that this objective would not be included into the APP for 2020-25, however will form part of our wider EDI commitments
T16b_01	This objective is continuing next year however focussing on participants from IMD Q1&Q2
T16b_02	Following a full review of the data in 2019 it was agreed that this milestone would not be included in the APP for 2020-25
T16b_03	
T16b_04	Following full review of the data in 2019 it was agreed that this milestone would not be included in the APP for 2020-25
T16b_05	Following a full review of the data in 2019 it was agreed that this milestone would not be included in the APP for 2020-25
T16b_06	Following a full review of the data in 2019 it was agreed that this milestone would not be included in the APP for 2020-25
T16b_07	Following a full review of the data in 2019 it was agreed that this milestone would not be continuing into our APP for 2020-2025
T16b_08	Following a full review of the data in 2019 it was agreed that this milestone would not be included in the APP for 2020-25
T16b_09	
T16b_10	Following a full review of the data in 2019 it was agreed that this milestone would not be included in the APP for 2020-25
T16b_11	Following a full review of the data in 2019 it was agreed that this milestone would not be included in the APP for 2020-25
T16b_12	Following a full review of the data in 2019 it was agreed that this milestone would not be included into the APP for 2020-25
T16b_13	Following full review of the data in 2019 it was agreed that this milestone would not be included in the APP for 2020-25